Jubilee Academies

Jubilee Kingsville

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Jubilee Kingsville is a public charter school founded in 2000, proudly serving 302 students in Pre-Kindergarten through 8th grade. Located in the heart of the Kingsville community, we are deeply engaged with the children and families we serve. Our success is rooted in our commitment to our Learning Leadership Values curriculum, strong leadership, and a shared vision of growth and academic excellence.

At Jubilee Kingsville, we prioritize our students' needs and the desires of our families. Our school strives to foster a culture of belonging, caring, and friendliness, ensuring that every student feels safe, valued, and respected. We uphold a safe and orderly school climate where learning is the central focus.

We are proud to see the positive impact of our efforts through the academic performance and development of our students, as well as the consistent feedback from families, staff, and community members. Families value the supportive, family-friendly atmosphere at Jubilee Kingsville, and parents consistently express their appreciation for the care, patience, and dedication that staff members show toward their children's educational journeys.

Our school community is made up of diverse stakeholders who are integral to our success. The heart of our school, for whom we tailor our educational, social, and emotional services. Our partners in education, providing support and collaboration to ensure their children's success. Dedicated professionals who deliver quality instruction and personalized care. An active group that collaborates with the school to enhance educational programs and support school activities. Law enforcement, local businesses, and other community organizations contribute to a network of support for our students.

Together, these stakeholders help us create an environment where student success is the top priority. Jubilee Kingsville is committed to meeting the academic, social, and emotional needs of each student. Our special programs staff work diligently to close learning gaps and provide services that help students achieve success. These include personalized interventions, support for students with special needs, and services for English learners and at-risk students.

In addition, we emphasize the importance of character development through our Learning Leadership Values program. This initiative helps students understand the significance of their actions, fostering a sense of responsibility and accountability. Our discipline approach is rooted in self-reflection, where students are encouraged to take ownership of their behavior. Teachers frequently communicate with families to address concerns early, and our classroom rules are collaboratively developed by both students and teachers.

At Jubilee Kingsville, maintaining a positive school climate is essential. We strive for a culture where all students

can thrive academically and socially. To that end, our discipline practices are proactive and supportive. This school year, we have had only eight discipline referrals leading to out-of-school suspensions. Additionally, there were two in-school suspensions for behavior that does not align with our values. Teachers work with students and families to address potential behavioral issues before they escalate. We incorporate self-reflection strategies to promote accountability and help students learn from their actions. Our character education program is central to shaping positive behavior, emphasizing the importance of empathy, respect, and responsibility in daily interactions.

Student Demographics and Needs

The student population at Jubilee Kingsville is diverse, with various needs that shape the way we deliver instruction and support:

- Hispanic: 90%
- Black/African American: 6%
- White: 2%
- American Indian: 2%
- Asian: 3%
- Two or More Races: 83%

In addition to ethnic diversity, we have a significant percentage of students from economically disadvantaged backgrounds:

- Economically Disadvantaged: 79%
- Special Education: 20%
- At Risk: 26%
- English Learners: 1%
- Gifted and Talented (GT): 2%

Our students face a variety of challenges, including socio-economic barriers, language needs, behavioral concerns, and learning styles. In response, we provide a robust support system that includes special education services, English learner programs, and personalized academic interventions.

Classroom and Staff Information

- Average Class Size:
- PreK: 20 students
- Early Childhood: 19 students
- Upper Elementary: 23 students
- Middle School: 15 students
- Teacher-Staff Ratio: 21:2

- Special Education Ratios: 15:1
- Bilingual/ESL Ratios: 8:1

504/ DYS/ RTI/ GT Ratios:
- 504: 30:1
- DYS: 13:1
- RTI: 88:1
-GT Student Support: 1 support staff for each GT student.

Jubilee Kingsville employs a dedicated and diverse staff, with 85.3% of the staff being female and 14.7% male. 71.4% of our staff members are state-certified teachers, with a mix of traditional and alternative certification paths. Our faculty reflects the diversity of our student body, with 91.2% identifying as Hispanic/Latino and 8.8% as White.

We have a high percentage of beginning teachers (34.7%) and teachers with 1-5 years of experience (49%), which gives us a dynamic and dedicated team that benefits from ongoing professional development and mentorship.

Attendance is a key factor in student success, and we have implemented several initiatives to encourage good attendance. Rewards for perfect attendance, including community-donated certificates for restaurants. Since 2021, we've implemented a structured truancy process, including daily monitoring, communication with families, and truancy meetings. We've noticed patterns of absenteeism on the day before holidays and on Fridays due to the district's 4-day school schedule. However, our attendance has steadily improved since the pandemic, thanks to proactive outreach and support.

While we did not receive a rating in 2021-22 due to Senate Bill 1365, we have made significant strides in improving our performance: Jubilee Kingsville improved its rating from an unofficial F to a B, which is a positive indicator of progress. We received a C rating, showing that we are actively working to close achievement gaps, particularly for at-risk students.

STAAR
Meets Grade Level Standard

2021	ELA	Math	SS	Science
Hispanic	13%	9%	0	6%
White	10%	5%	0	25%

2022	ELA	Math	SS	Science
Hispanic	38%	22%	12%	23%
White	40%	15%	20%	23%

2023	ELA	Math	SS	Science
Hispanic	31%	22%	12%	18%
White	39%	22%	0	0

2024	ELA	Math	SS	Science
Hispanic	36%	26%	6%	10%
White	43%	17%	22%	31%

STAAR
Approaches Grade Level Standard

2021	ELA	Math	SS	Science
Hispanic	43%	30%	24%	32%
White	40%	30%	50%	50%

2022	ELA	Math	SS	Science
Hispanic	59%	45%	28%	53%
White	60%	50%	60%	89%

2023	ELA	Math	SS	Science
Hispanic	65%	49%	32%	48%
White	78%	43%	67%	44%

2024	ELA	Math	SS	Science
Hispanic	63%	56%	24%	30%
White	81%	67%	33%	62%

Our student achievement data reflects the challenges of transitioning to a new curriculum, which has raised the academic rigor across the district. As a result, recent benchmark assessments have been lower than in previous years. However, our teachers are adapting to the new curriculum and working hard to ensure students are prepared for the increased demands of the STAAR assessment.

Jubilee Kingsville is proud to have a supportive community that includes a mix of families from various socioeconomic backgrounds, who are bilingual in English and Spanish. Our families are engaged in the learning process, with many participating in parent events and working closely with the school to maximize resources for student success.

Many of our parents work in essential professions such as law, medicine, construction, and emergency services, while others face economic challenges due to a high unemployment rate in the region. Despite these challenges, our school community remains resilient, and we actively work to build transformative relationships that unlock the potential of every student.

Jubilee Kingsville is a school committed to the success and well-being of every student. Through a combination of strong community involvement, a focus on academic rigor, and a caring, supportive environment, we continue to make strides toward achieving our vision of academic excellence and social-emotional growth for all students. As we look to the future, we remain dedicated to meeting the diverse needs of our students and ensuring that each child has the opportunity to thrive.

Strengths

Jubilee Kingsville is committed to fostering an inclusive learning environment that supports its diverse student population from across the city. As a Title I campus, it prioritizes the needs of at-risk students, contributing to an attendance rate of 97%. Faculty members are equipped with targeted professional development programs designed to address the unique needs of all students, including those with special education and 504 plans. This holistic approach ensures that every student has the opportunity to thrive academically and socially.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Increase access to academic support for economically disadvantaged students by implementing small group instruction and after-school tutoring program.	Limited availability of extracurricular and enrichment programs
2 ★	Increase the availability of qualified teachers by implementing a targeted professional development program for 100% of the current educators by the end of the academic year.	Experienced and highly qualified teachers are more likely to work in well-funded schools, leaving low-income and rural schools underserved.

★ = Priority

Student Learning

Summary

How well are our students doing?

There is no accountability rating for the district for the year 2022-2024.

Jubilee Kingsville received an overall C rating in 2022 accountability. Student achievement was not scored in 2022. School Progress received a C rating with a 75 scaled score. Closing the Gaps received a C rating with a scaled score of 72.

Domain ratings include the following categories: Student Achievement, School Progress, and Closing the Gaps. Student Achievement evaluates performance across all subjects for all students, on both general and alternate assessments; College, Career, and Military Readiness (CCMR) indicators; and graduation rates. School Progress measures district and campus outcomes in two areas: the students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages. Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

The data provided focuses on STAAR (State of Texas Assessments of Academic Readiness) performance rates for various grade levels and subjects, with comparisons between 2023 and 2024. Below is an analysis of the data:

STAAR Performance Rate by Subject and Performance Level All Grades - All Subjects

1. **At Approaches Grade Level or Above:**

    - **2024:**
        - Campus: 55%, District: 59%, State: 75%

        - EB/EL Total (Current and Monitored): 56% and 27%, respectively.
    - **2023:**
        - Campus: 55%, District: 59%, State: 76%
        - EB/EL Total (Current and Monitored): 54% and 67%, respectively.
    - **Comparison:**
        - Overall performance remains stable for the campus and district levels.
        - A significant drop for EB/EL monitored students in 2024 compared to 2023 (27% vs. 67%).
2. **At Meets Grade Level or Above:**
    - **2024:**
        - Campus: 26%, District: 28%, State: 48%
        - EB/EL Total (Current and Monitored): 27% and 0%, respectively.
    - **2023:**
        - Campus: 25%, District: 28%, State: 49%
        - EB/EL Total (Current and Monitored): 24% and 50%, respectively.
    - **Comparison:**
        - Minor improvement at the campus level (26% in 2024 vs. 25% in 2023).
        - EB/EL monitored students showed a sharp decline (0% in 2024 vs. 50% in 2023).
3. **At Masters Grade Level:**
    - **2024:**
        - Campus: 7%, District: 8%, State: 20%
        - EB/EL Total (Current and Monitored): 7% and 0%, respectively.
    - **2023:**
        - Campus: 7%, District: 8%, State: 20%
        - EB/EL Total (Current and Monitored): 7% and 17%, respectively.
    - **Comparison:**
        - Performance remains unchanged for campus and district levels.
        - Significant drop for monitored EB/EL students in 2024 (0% vs. 17%).

Observations

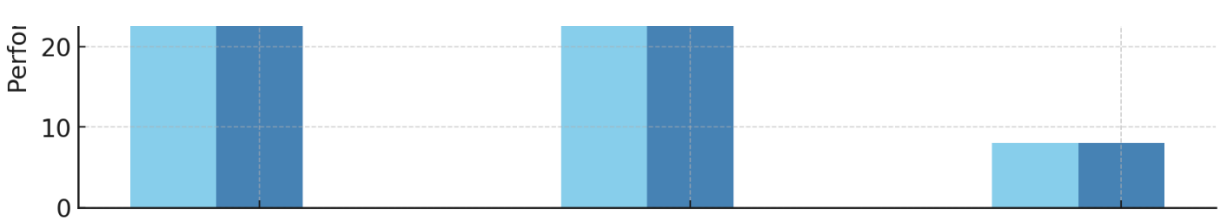
- **Stability at the Campus and District Levels:** Overall, performance rates at "Approaches,"

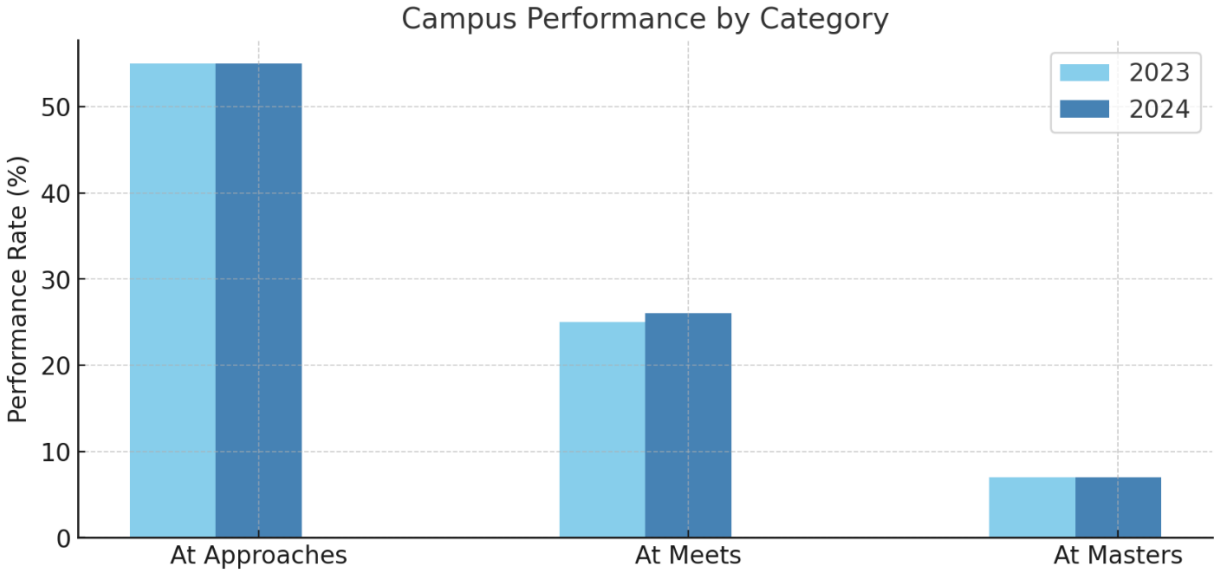
"Meets," and "Masters" grade levels are relatively stable between 2023 and 2024.

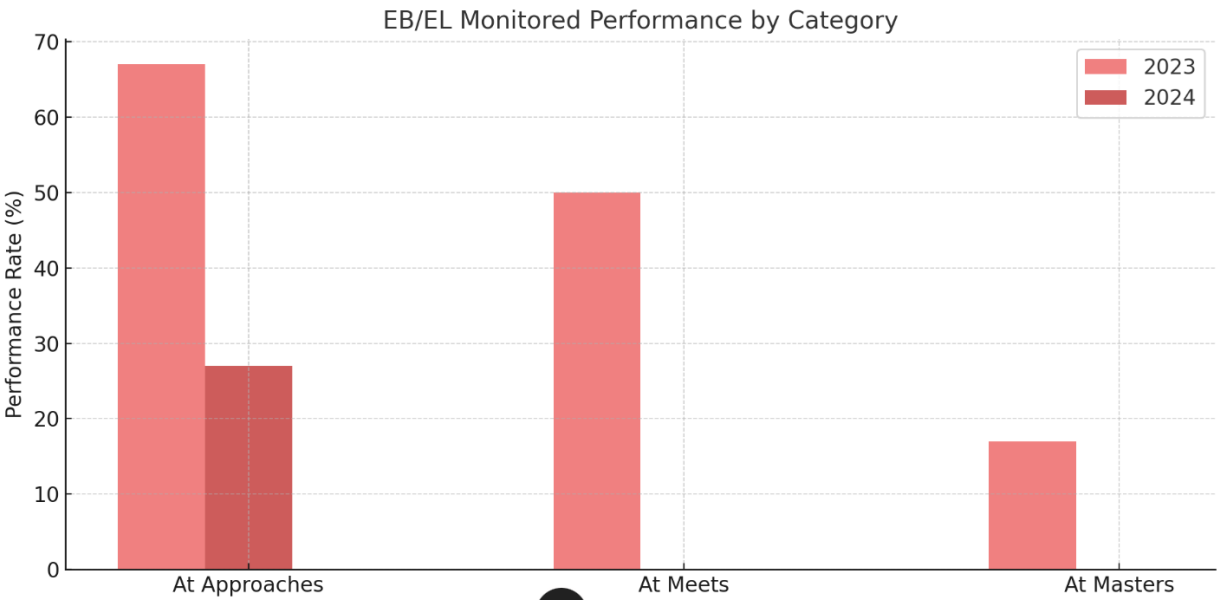
- **Decline in Monitored EB/EL Students:** A sharp decline is evident in STAAR performance for monitored EB/EL students across all performance levels.
- **State vs. Campus Performance Gap:** The campus lags behind the state averages significantly, particularly at higher performance levels ("Meets" and "Masters").

1. **State, District, and Campus Performance (2023 vs. 2024)**:
    - Each subplot shows the performance rates for "At Approaches," "At Meets," and "At Masters" categories across the State, District, and Campus levels.
    - Performance remains relatively stable across the years, with minor variations.
2. **EB/EL Monitored Performance (2023 vs. 2024)**:
    - A separate chart highlights a sharp decline in performance for EB/EL monitored students, especially in "At Meets" and "At Masters" categories.









Texas Education Agency

2023-24 STAAR Performance (TAPR)

JUBILEE KINGSVILLE (015822006) - JUBILEE ACADEMIES - BEXAR COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	52%	**64%**	-	65%	*	-	-	-	*	20%	*	63%	64%	62%	*
	2023	76%	61%	**66%**	*	64%	*	-	-	-	*	40%	-	67%	64%	63%	-
At Meets Grade Level or Above	2024	48%	29%	**45%**	-	45%	*	-	-	-	*	20%	*	63%	36%	43%	*
	2023	50%	32%	**28%**	*	32%	*	-	-	-	*	0%	-	33%	21%	30%	-
At Masters Grade Level	2024	21%	7%	**18%**	-	20%	*	-	-	-	*	0%	*	13%	21%	14%	*
	2023	20%	10%	**10%**	*	12%	*	-	-	-	*	0%	-	20%	0%	11%	-
Grade 3 Mathematics																	
At Approaches Grade Level or	2024	70%	51%	**59%**	-	60%	*	-	-	-	*	20%	*	50%	64%	57%	*

Above																	
	2023	73%	59%	**55%**	*	60%	*	-	-	-	*	40%	-	53%	57%	59%	-
At Meets Grade Level or Above	2024	42%	23%	**41%**	-	40%	*	-	-	-	*	0%	*	50%	36%	38%	*
	2023	45%	26%	**28%**	*	32%	*	-	-	-	*	20%	-	27%	29%	30%	-
At Masters Grade Level	2024	15%	4%	**14%**	-	15%	*	-	-	-	*	0%	*	13%	14%	10%	*
	2023	19%	9%	**7%**	*	8%	*	-	-	-	*	0%	-	13%	0%	7%	-
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	67%	**64%**	-	61%	*	-	-	-	*	67%	-	73%	57%	62%	-
	2023	77%	60%	**70%**	-	70%	-	-	-	-	-	*	*	64%	75%	68%	-
At Meets Grade Level or Above	2024	51%	31%	**39%**	-	39%	*	-	-	-	*	33%	-	47%	33%	35%	-
	2023	48%	29%	**22%**	-	22%	-	-	-	-	-	*	*	18%	25%	27%	-
At Masters Grade Level	2024	23%	8%	**14%**	-	15%	*	-	-	-	*	22%	-	7%	19%	12%	-
	2023	22%	8%	**7%**	-	7%	-	-	-	-	-	*	*	0%	13%	9%	-
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	52%	**64%**	-	61%	*	-	-	-	*	56%	-	67%	62%	62%	-
	2023	71%	51%	**63%**	-	63%	-	-	-	-	-	*	*	55%	69%	59%	-
At Meets Grade Level or Above	2024	46%	30%	**36%**	-	36%	*	-	-	-	*	33%	-	40%	33%	32%	-
	2023	48%	30%	**41%**	-	41%	-	-	-	-	-	*	*	36%	44%	45%	-
At Masters Grade Level	2024	21%	11%	**14%**	-	15%	*	-	-	-	*	11%	-	13%	14%	12%	-
	2023	22%	11%	**15%**	-	15%	-	-	-	-	-	*	*	18%	13%	18%	-
Grade 5 Reading																	

Texas Education Agency

2023-24 STAAR Performance (TAPR)

JUBILEE KINGSVILLE (015822006) - JUBILEE ACADEMIES - BEXAR COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	39%	20%	**29%**	-	33%	*	-	-	-	*	17%	-	44%	24%	31%	*
	2023	40%	20%	**14%**	*	12%	*	-	-	-	-	14%	-	30%	7%	7%	-
At Masters Grade Level	2024	14%	4%	**8%**	-	9%	*	-	-	-	*	0%	-	22%	3%	7%	*
	2023	16%	5%	**5%**	*	6%	*	-	-	-	-	14%	-	20%	0%	4%	-
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	61%	**50%**	-	45%	*	-	-	-	-	14%	-	64%	38%	45%	-
	2023	78%	62%	**68%**	*	69%	63%	-	-	-	-	29%	*	93%	57%	68%	*
At Meets Grade Level or Above	2024	54%	36%	**33%**	-	32%	*	-	-	-	-	0%	-	36%	31%	30%	-
	2023	55%	31%	**36%**	*	37%	38%	-	-	-	-	0%	*	43%	33%	35%	*
At Masters Grade Level	2024	29%	16%	**13%**	-	9%	*	-	-	-	-	0%	-	9%	15%	10%	-
	2023	27%	11%	**11%**	*	14%	0%	-	-	-	-	0%	*	21%	7%	9%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	41%	**46%**	-	45%	*	-	-	-	-	29%	-	55%	38%	45%	-
	2023	63%	39%	**36%**	*	34%	38%	-	-	-	-	0%	*	57%	27%	32%	*
At Meets Grade Level or Above	2024	34%	18%	**17%**	-	14%	*	-	-	-	-	0%	-	27%	8%	15%	-
	2023	37%	16%	**11%**	*	9%	25%	-	-	-	-	0%	*	21%	7%	6%	*
At Masters Grade Level	2024	11%	3%	**8%**	-	5%	*	-	-	-	-	0%	-	9%	8%	5%	-
	2023	11%	3%	**0%**	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	*
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	72%	**74%**	-	73%	78%	-	-	-	-	56%	*	81%	60%	76%	*
	2023	83%	73%	**76%**	-	76%	*	-	*	-	-	0%	*	72%	82%	84%	*
At Meets Grade Level or Above	2024	56%	40%	**31%**	-	30%	33%	-	-	-	-	11%	*	41%	13%	29%	*
	2023	58%	36%	**38%**	-	32%	*	-	*	-	-	0%	*	44%	27%	40%	*
At Masters Grade Level	2024	29%	15%	**10%**	-	9%	11%	-	-	-	-	0%	*	15%	0%	9%	*
	2023	28%	10%	**7%**	-	4%	*	-	*	-	-	0%	*	11%	0%	8%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	49%	**33%**	-	27%	56%	-	-	-	-	22%	*	41%	20%	29%	*
	2023	74%	52%	**41%**	-	36%	*	-	*	-	-	0%	*	33%	55%	44%	*
At Meets Grade Level or Above	2024	44%	19%	**14%**	-	12%	22%	-	-	-	-	0%	*	19%	7%	15%	*
	2023	47%	21%	**14%**	-	16%	*	-	*	-	-	0%	*	11%	18%	16%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	17%	4%	**2%**	-	0%	11%	-	-	-	-	0%	*	4%	0%	3%	*
	2023	17%	4%	**0%**	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	41%	**26%**	-	24%	33%	-	-	-	-	0%	*	33%	13%	21%	*
	2023	62%	42%	**38%**	-	32%	*	-	*	-	-	0%	*	33%	45%	40%	*
At Meets Grade Level or Above	2024	33%	13%	**10%**	-	6%	22%	-	-	-	-	0%	*	11%	7%	9%	*
	2023	33%	16%	**10%**	-	12%	*	-	*	-	-	0%	*	11%	9%	12%	*
At Masters Grade Level	2024	17%	4%	**2%**	-	0%	11%	-	-	-	-	0%	*	4%	0%	3%	*
	2023	16%	5%	**0%**	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	*
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	65%	**53%**	-	50%	*	-	-	-	-	*	*	50%	56%	59%	-
	2023	72%	68%	**69%**	-	60%	*	-	-	-	-	*	*	75%	60%	67%	-
At Meets Grade Level or Above	2024	52%	38%	**47%**	-	44%	*	-	-	-	-	*	*	50%	44%	53%	-
	2023	52%	39%	**54%**	-	50%	*	-	-	-	-	*	*	75%	20%	50%	-
At Masters Grade Level	2024	16%	6%	**5%**	-	6%	*	-	-	-	-	*	*	10%	0%	6%	-
	2023	13%	6%	**8%**	-	0%	*	-	-	-	-	*	*	13%	0%	0%	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	71%	**71%**	*	69%	75%	-	*	-	-	23%	*	66%	78%	69%	*
	2023	79%	71%	**36%**	-	37%	33%	-	*	-	-	0%	*	38%	31%	38%	*
At Meets Grade Level or Above	2024	43%	17%	**15%**	*	15%	8%	-	*	-	-	0%	*	17%	11%	13%	*
	2023	43%	22%	**19%**	-	17%	33%	-	*	-	-	0%	*	23%	13%	19%	*
At Masters Grade Level	2024	24%	6%	**2%**	*	2%	0%	-	*	-	-	0%	*	3%	0%	2%	*
	2023	23%	7%	**7%**	-	9%	0%	-	*	-	-	0%	*	8%	6%	8%	*
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	87%	**63%**	-	60%	*	-	-	-	-	*	*	70%	56%	71%	-
	2023	88%	82%	**69%**	-	70%	*	-	-	-	-	*	*	88%	40%	67%	-
At Meets Grade Level or Above	2024	56%	32%	**21%**	-	20%	*	-	-	-	-	*	*	30%	11%	24%	-
	2023	56%	36%	**15%**	-	20%	*	-	-	-	-	*	*	0%	40%	17%	-

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	19%	6%	**0%**	-	0%	*	-	-	-	-	*	*	0%	0%	0%	-
	2023	21%	9%	**0%**	-	0%	*	-	-	-	-	*	*	0%	0%	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	59%	**55%**	*	53%	66%	-	*	-	75%	29%	55%	59%	52%	54%	27%
	2023	76%	59%	**55%**	83%	54%	57%	-	*	-	*	19%	64%	58%	53%	55%	67%
At Meets Grade Level or Above	2024	48%	28%	**26%**	*	26%	28%	-	*	-	38%	11%	35%	31%	23%	25%	0%
	2023	49%	28%	**25%**	0%	25%	25%	-	*	-	*	4%	45%	29%	21%	24%	50%
At Masters Grade Level	2024	20%	8%	**7%**	*	7%	8%	-	*	-	0%	3%	10%	8%	6%	7%	0%
	2023	20%	8%	**7%**	0%	8%	4%	-	*	-	*	3%	0%	12%	4%	6%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	64%	**65%**	*	63%	81%	-	-	-	*	36%	50%	71%	60%	64%	*
	2023	77%	64%	**67%**	*	65%	77%	-	*	-	*	26%	*	71%	63%	67%	*
At Meets Grade Level or Above	2024	54%	37%	**37%**	*	37%	43%	-	-	-	*	16%	50%	44%	32%	35%	*
	2023	53%	34%	**33%**	*	32%	41%	-	*	-	*	3%	*	41%	27%	33%	*
At Masters Grade Level	2024	22%	11%	**11%**	*	12%	10%	-	-	-	*	5%	17%	13%	10%	10%	*
	2023	20%	9%	**9%**	*	10%	9%	-	*	-	*	3%	*	16%	5%	7%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	55%	**59%**	*	57%	67%	-	*	-	*	30%	67%	63%	56%	57%	*
	2023	75%	56%	**48%**	*	49%	41%	-	*	-	*	19%	*	52%	45%	47%	*
At Meets Grade Level or Above	2024	43%	22%	**24%**	*	25%	14%	-	*	-	*	11%	33%	29%	21%	24%	*
	2023	45%	23%	**22%**	*	22%	23%	-	*	-	*	6%	*	28%	18%	21%	*
At Masters Grade Level	2024	17%	6%	**7%**	*	7%	5%	-	*	-	*	2%	17%	8%	6%	5%	*
	2023	19%	7%	**7%**	*	9%	0%	-	*	-	*	3%	*	13%	3%	8%	*
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	53%	**36%**	*	31%	64%	-	-	-	-	24%	50%	42%	29%	35%	*
	2023	77%	55%	**48%**	-	48%	44%	-	*	-	-	0%	*	52%	45%	50%	*
At Meets Grade Level or Above	2024	43%	19%	**13%**	*	11%	29%	-	-	-	-	6%	33%	19%	7%	13%	*
	2023	47%	22%	**15%**	-	18%	0%	-	*	-	-	0%	*	15%	15%	17%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
JUBILEE KINGSVILLE (015822006) - JUBILEE ACADEMIES - BEXAR COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	63%	**64%**	*	65%	*	-	-	-	-	*	*	73%	59%	62%	*
	2023	81%	62%	**63%**	-	62%	*	-	-	-	-	*	-	71%	59%	59%	-
At Meets Grade Level or Above	2024	55%	36%	**29%**	*	27%	*	-	-	-	-	*	*	27%	29%	27%	*
	2023	57%	34%	**42%**	-	43%	*	-	-	-	-	*	-	43%	41%	41%	-
At Masters Grade Level	2024	29%	15%	**11%**	*	12%	*	-	-	-	-	*	*	18%	6%	12%	*
	2023	28%	12%	**17%**	-	19%	*	-	-	-	-	*	-	29%	12%	12%	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	57%	**57%**	*	54%	*	-	-	-	-	*	*	64%	53%	54%	*
	2023	80%	60%	**67%**	-	67%	*	-	-	-	-	*	-	71%	65%	59%	-
At Meets Grade Level or Above	2024	50%	30%	**18%**	*	19%	*	-	-	-	-	*	*	27%	12%	19%	*
	2023	51%	30%	**29%**	-	33%	*	-	-	-	-	*	-	43%	24%	29%	-
At Masters Grade Level	2024	19%	9%	**0%**	*	0%	*	-	-	-	-	*	*	0%	0%	0%	*
	2023	21%	11%	**17%**	-	19%	*	-	-	-	-	*	-	43%	6%	18%	-
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	34%	**21%**	*	19%	*	-	-	-	-	*	*	18%	24%	19%	*
	2023	65%	38%	**46%**	-	52%	*	-	-	-	-	*	-	57%	41%	47%	-
At Meets Grade Level or Above	2024	28%	11%	**7%**	*	4%	*	-	-	-	-	*	*	9%	6%	4%	*
	2023	36%	13%	**17%**	-	19%	*	-	-	-	-	*	-	43%	6%	18%	-
At Masters Grade Level	2024	11%	3%	**0%**	*	0%	*	-	-	-	-	*	*	0%	0%	0%	*
	2023	16%	4%	**4%**	-	5%	*	-	-	-	-	*	-	14%	0%	6%	-
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	62%	**74%**	-	73%	*	-	-	-	*	33%	-	78%	72%	72%	*
	2023	77%	60%	**57%**	*	52%	*	-	-	-	-	43%	-	50%	59%	61%	-
At Meets Grade Level or Above	2024	57%	36%	**42%**	-	42%	*	-	-	-	*	17%	-	56%	38%	38%	*
	2023	52%	35%	**22%**	*	21%	*	-	-	-	-	14%	-	40%	15%	18%	-
At Masters Grade Level	2024	26%	12%	**11%**	-	12%	*	-	-	-	*	0%	-	22%	7%	10%	*
	2023	22%	10%	**5%**	*	6%	*	-	-	-	-	14%	-	20%	0%	0%	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	52%	**45%**	-	45%	*	-	-	-	*	17%	-	67%	38%	41%	*
	2023	75%	62%	**46%**	*	45%	*	-	-	-	-	43%	-	60%	41%	46%	-

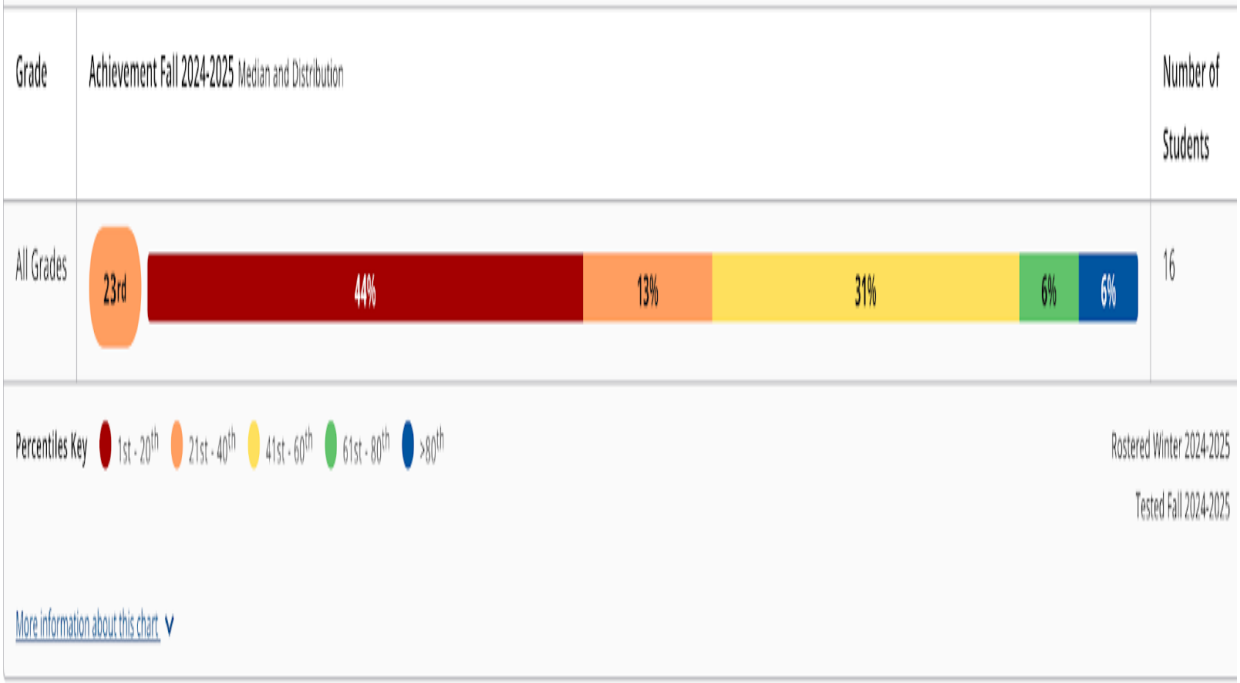
TEA | Analytics, Assessment, and Reporting | Performance Reporting

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School Profile

Achievement Overview

Jubilee Kingsville | Algebra 1



Texas Education Agency

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

JUBILEE KINGSVILLE (015822006) - JUBILEE ACADEMIES - BEXAR COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2024	27%	10%	**2%**	-	-	-	-	-	-	*	-	*	-	-	3%	*	*
	2023	27%	10%	**0%**	-	-	-	-	-	-	*	-	*	-	-	0%	*	*
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	56%	**54%**	-	-	-	-	-	-	42%	-	42%	-	-	54%	42%	*
	2023	64%	54%	**52%**	-	-	-	-	-	-	75%	-	75%	-	-	51%	75%	42%
All Grades ELA/Reading	2024	67%	60%	**54%**	-	-	-	-	-	-	*	-	*	-	-	54%	*	*
	2023	63%	52%	**51%**	-	-	-	-	-	-	*	-	*	-	-	50%	*	*
All Grades Mathematics	2024	60%	52%	**53%**	-	-	-	-	-	-	*	-	*	-	-	53%	*	*
	2023	66%	56%	**52%**	-	-	-	-	-	-	*	-	*	-	-	53%	*	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	30%	**28%**	-	-	-	-	-	-	40%	-	40%	-	-	27%	40%	*
	2023	38%	28%	**23%**	-	-	-	-	-	-	*	-	*	-	-	24%	*	*
All Grades ELA/Reading	2024	30%	29%	**24%**	-	-	-	-	-	-	*	-	*	-	-	23%	*	-
	2023	35%	27%	**32%**	-	-	-	-	-	-	*	-	*	-	-	33%	*	-
All Grades Mathematics	2024	35%	30%	**31%**	-	-	-	-	-	-	*	-	*	-	-	30%	*	*
	2023	40%	28%	**16%**	-	-	-	-	-	-	*	-	*	-	-	17%	*	*

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
Blank cell indicates there are no data available in the group.

TEA | Analytics, Assessment, and Reporting | Performance Reporting

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The 2023-2024 data reflects the data you've provided that seems to represent school progress metrics, comparing results between 2023 and 2024 for different grade levels, subjects, and measures of annual growth and accelerated learning.

Masters Grade Level

- **2024 and 2023**: Results are mostly stable, with similar percentages across the years, though specific data points for some indicators are missing.

School Progress - Annual Growth

- **Both Subjects**:
  - Annual growth is steady, with slight increases or stability in 2024 compared to 2023.
  - 2023 had higher percentages (e.g., 75%) in some areas compared to 2024.
- **ELA/Reading**:
  - Consistent growth, with a slight upward trend from 2023 to 2024 (e.g., 67% in 2024 vs. 63% in 2023).
- **Mathematics**:
  - Scores show a minor decline (e.g., 60% in 2024 compared from 66% in 2023).

School Progress - Accelerated Learning

- **Both Subjects**:
  - A decrease from 38% in 2023 to 32% in 2024.
  - A stronger decline in accelerated learning percentages compared to annual growth percentages.
- **ELA/Reading**:
  - Decrease from 35% in 2023 to 30% in 2024.
- **Mathematics**:
  - Minimal improvements, with 35% in 2024 compared to 40% in 2023

1. **How are Prek - 3rd students (including all student groups) per*f*orming on reading and**

CLI Scores Pre-Kindergarten (RLA)

Circle Progress Monitoring Pre-K
Class Benchmark Report

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		85%	15%	0%	0%
Rapid Vocabulary	Rapid Vocabulary 1	80%	20%	0%	0%
	Overall Measure	80%	20%	0%	0%
Early Writing Skills		100%	0%	0%	0%
Social Emotional Behaviors	Positive Social Behaviors	*	*	*	*
	Classroom Community and Safety	*	*	*	*
	Emotion and Behavior Regulation	*	*	*	*
	Self-Care	*	*	*	*

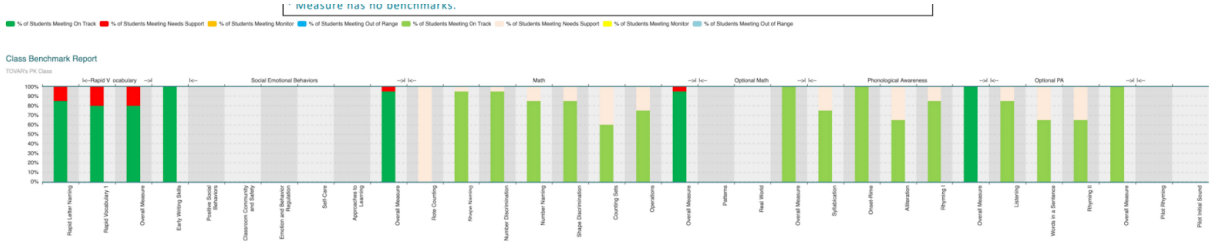
	Self-Care	*	*	*	*
	Approaches to Learning	*	*	*	*
	Overall Measure	95%	5%	0%	0%
Math	Rote Counting	0%	100%	0%	0%
	Shape Naming	95%	5%	0%	0%
	Number Discrimination	95%	5%	0%	0%
	Number Naming	85%	15%	0%	0%
	Shape Discrimination	85%	15%	0%	0%
	Counting Sets	60%	40%	0%	0%
	Operations	75%	25%	0%	0%
	Overall Measure	95%	5%	0%	0%
Optional Math	Patterns	*	*	*	*
	Real World	*	*	*	*
	Overall Measure	100%	0%	0%	0%
Phonological Awareness	Syllabication	75%	25%	0%	0%
	Onset-Rime	100%	0%	0%	0%
	Alliteration	65%	35%	0%	0%
	Rhyming I	85%	15%	0%	0%
	Overall Measure	100%	0%	0%	0%
Optional PA	Listening	85%	15%	0%	0%
	Words in a Sentence	65%	35%	0%	0%
	Rhyming II	65%	35%	0%	0%
	Overall Measure	100%	0%	0%	0%

CLI Scores Pre-Kindergarten (Math)

Optional Math	Patterns	*	*	*	*
	Real World	*	*	*	*
	Overall Measure	100%	0%	0%	0%
Phonological Awareness	Syllabication	75%	25%	0%	0%
	Onset-Rime	100%	0%	0%	0%
	Alliteration	65%	35%	0%	0%
	Rhyming I	85%	15%	0%	0%
	Overall Measure	100%	0%	0%	0%
Optional PA	Listening	85%	15%	0%	0%
	Words in a Sentence	65%	35%	0%	0%
	Rhyming II	65%	35%	0%	0%
	Overall Measure	100%	0%	0%	0%
Pilot PA Optional	Pilot Rhyming	*	*	*	*
	Pilot Initial Sound	*	*	*	*
	Pilot Final Sound	*	*	*	*
	Pilot Blending	*	*	*	*
	Pilot Letter-Sound	*	*	*	*
	Overall Measure	*	*	*	*
Letter-Sound Correspondence		0%	0%	0%	0%
Story Retell and Comprehension		94%	6%	0%	0%
Book and Print Knowledge		84%	16%	0%	0%

Book and Print Knowledge		84%	16%	0%	0%
Science		100%	0%	0%	0%
Social Studies		100%	0%	0%	0%
Approaches to Learning Expanded	Initiative and Curiosity	*	*	*	*
	Flexibility	*	*	*	*
	Art/Creativity and Dramatic Play	*	*	*	*
	Overall Measure	100%	0%	0%	0%
Physical Development and Health	Fine and Visual Motor	*	*	*	*
	Gross Motor	*	*	*	*
	Health Status	*	*	*	*
	Overall Measure	100%	0%	0%	0%

* Measure has no benchmarks.



Mclass Kindergarten (RLA & Math)

Jubilee Kingsville — Current as of 01/04/2025

CHAVEZ, MELYNDA

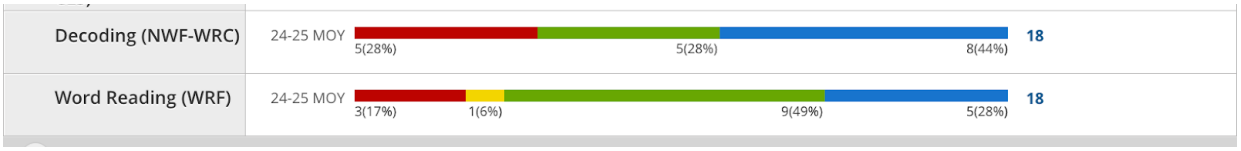
Grade K

Measures	20% 40% 60% 80%	Total Students
Composite Score	24-25 MOY: 5(31%) 2(13%) 7(43%) 2(13%)	16
Letter Names (LNF)	24-25 MOY: 6(37%) 4(25%) 6(38%)	16
Phonemic Awareness (PSF)	24-25 MOY: 13(81%) 2(13%) 1(6%)	16
Letter Sounds (NWF-CLS)	24-25 MOY: 5(31%) 1(6%) 9(57%) 1(6%)	16
Decoding (NWF-WRC)	24-25 MOY: 10(61%) 2(13%) 2(13%) 2(13%)	16
Word Reading (WRF)	24-25 MOY: 2(13%) 5(31%) 1(6%) 5(31%) 3(19%)	16

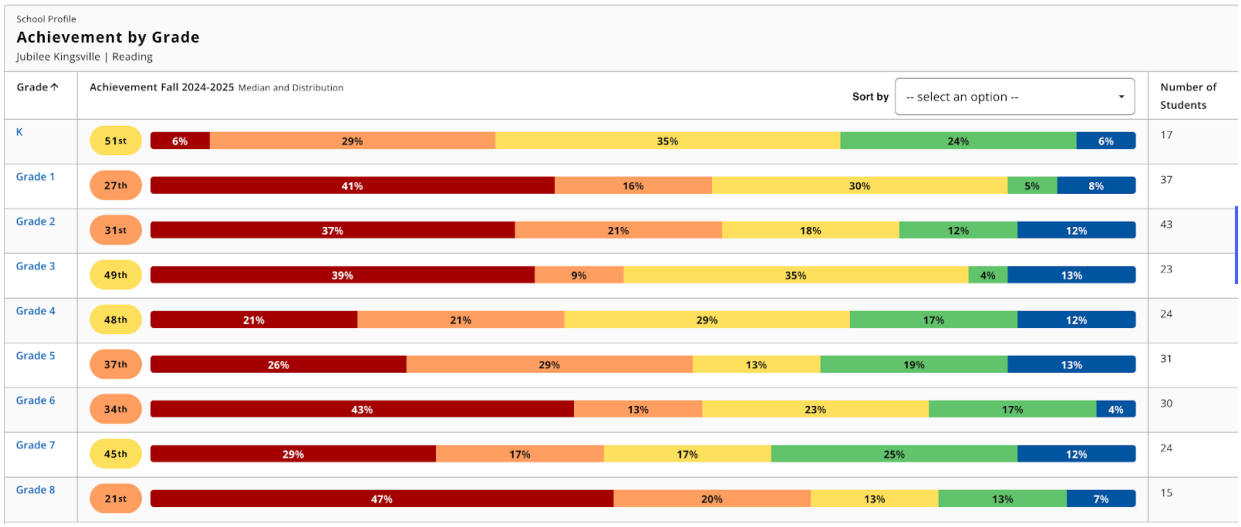
ESCOBEDO, PAMELA

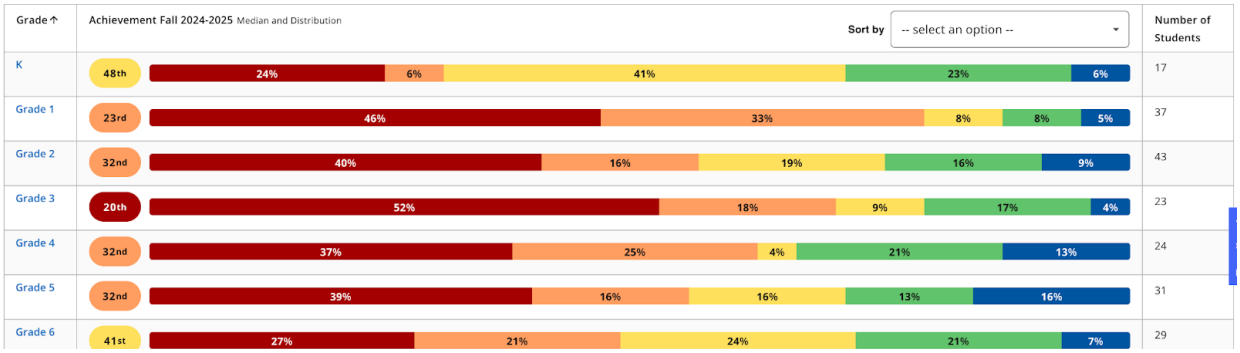
Grade K

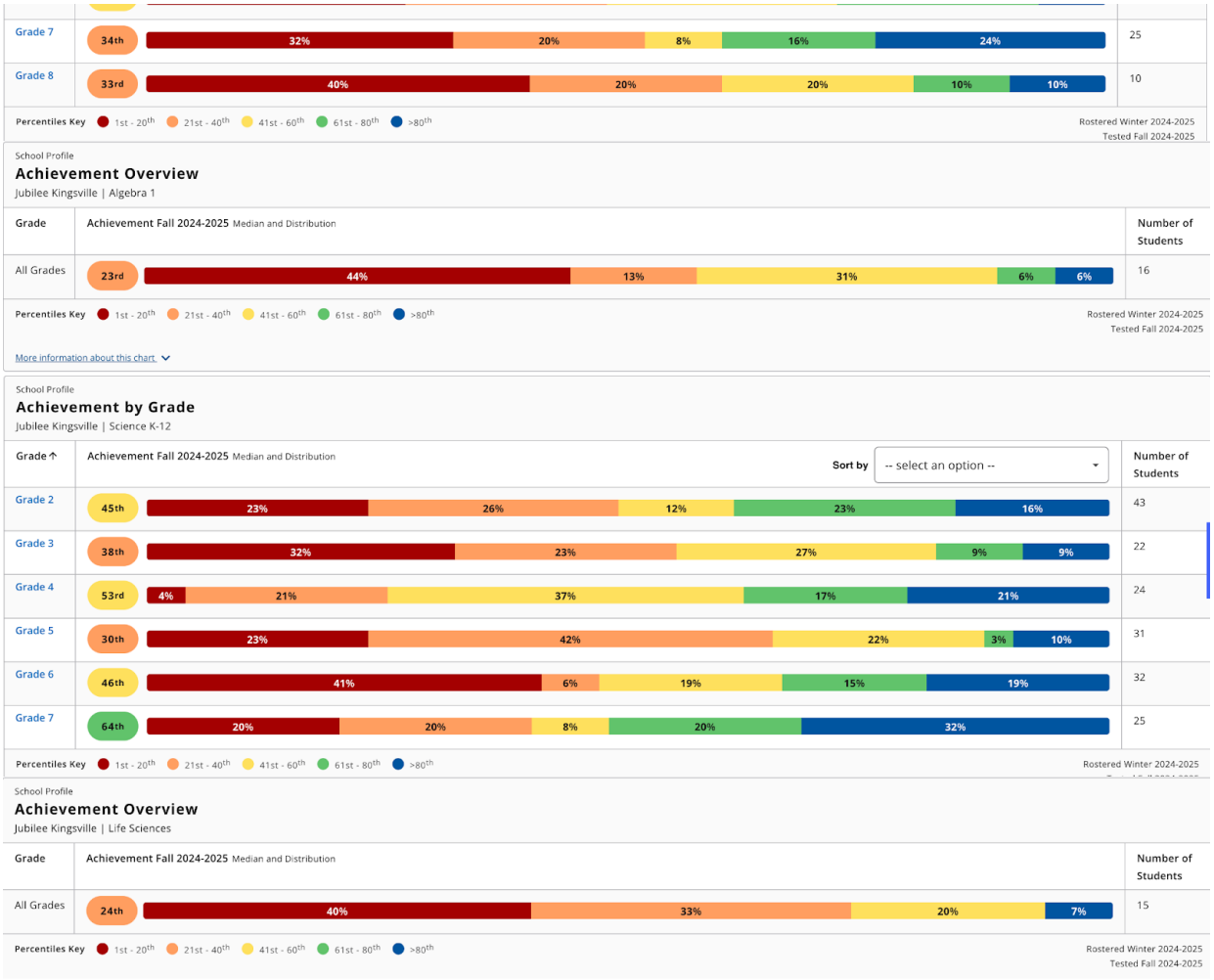
Measures	20% 40% 60% 80%	Total Students
Composite Score	24-25 MOY: 3(17%) 2(11%) 8(44%) 5(28%)	18
Letter Names (LNF)	24-25 MOY: 4(22%) 2(11%) 12(67%)	18
Phonemic Awareness (PSF)	24-25 MOY: 9(50%) 2(11%) 7(39%)	18
Letter Sounds (NWF-CLS)	24-25 MOY: 3(17%) 3(17%) 7(38%) 5(28%)	18


Decoding (NWF-WRC)
24-25 MOY
5(28%)
5(28%)
8(44%)
18
Word Reading (WRF)
24-25 MOY
3(17%)
1(6%)
9(49%)
5(28%)
18


Class Summary
BOY
MOY
EOY
Math
BOY
MOY
EOY
Overall Status
Overall Status
Overall Status


School Profile
Achievement by Grade
Jubilee Kingsville | Reading
Grade
Achievement Fall 2024-2025 Median and Distribution
Sort by
-- select an option --
Number of Students
K 51st 6% 29% 35% 24% 6% 17
Grade 1 27th 41% 16% 30% 5% 8% 37
Grade 2 31st 37% 21% 18% 12% 12% 43
Grade 3 49th 39% 9% 35% 4% 13% 23
Grade 4 48th 21% 21% 29% 17% 12% 24
Grade 5 37th 26% 29% 13% 19% 13% 31
Grade 6 34th 43% 13% 23% 17% 4% 30
Grade 7 45th 29% 17% 17% 25% 12% 24
Grade 8 21st 47% 20% 13% 13% 7% 15


Grade
Achievement Fall 2024-2025 Median and Distribution
Sort by
-- select an option --
Number of Students
K 48th 24% 6% 41% 23% 6% 17
Grade 1 23rd 46% 33% 8% 8% 5% 37
Grade 2 32nd 40% 16% 19% 16% 9% 43
Grade 3 20th 52% 18% 9% 17% 4% 23
Grade 4 32nd 37% 25% 4% 21% 13% 24
Grade 5 32nd 39% 16% 16% 13% 16% 31
Grade 6 41st 27% 21% 24% 21% 7% 29



2. **How do we perform compared to a group of campuses of similar type, size, grade span, and s**

In comparison to the

3. **Are our students on track to graduate? What is our longitudinal graduation and dropout rate?**

We are only a Pre-K to 8th grade campus

4. **What percentage of our students are enrolled in AP/IB. Scores in AP/IB, PSAT, SAT, and ACT? How are they doing?**

Jubilee Kingsville does not offer AP/IB classes.

Data is not available for the following PSAT, SAT, ACT in Middle School.

5. **What is the performance status of our students for CCMR (College, Career, and Military Readiness)?**

6. **How does student performance on state assessments compare with student performance on local benchmark assessments and the students' report cards?**

7. **How does the campus systemically address reteaching for students who are absent, particularly for students who are at-risk of failing?**

The campus implements a structured approach to support students who are failing, absent, or at-risk by utilizing Powerblock sessions to reinforce key content. Additionally, students benefit from tutoring programs offered through MTSS and after-school initiatives. These programs provide a smaller learning environment where students can focus on TEKS and specific content areas they find challenging.

To address gaps caused by absences, students are also pulled from their electives to participate in small-group sessions. These elective-based interventions are highly effective, as they enable students to stay on grade level while receiving personalized attention. Teachers work with groups of fewer than four students or one-on-one, allowing for targeted support and in-depth identification of misconceptions. This individualized approach ensures that teachers can address student misunderstandings promptly and effectively.

Strengths

The school has demonstrated notable strengths in maintaining steady annual growth across both subjects, showcasing a commitment to consistent improvement. In RLA/Reading, there has been a positive upward trend, with performance increasing from 63% in 2023 to 67% in 2024. This growth highlights the effectiveness of instructional strategies and targeted interventions that have successfully supported student learning. Additionally, the ability to sustain high levels of performance in key areas reflects the dedication of teachers and staff in fostering an environment where students can achieve and progress steadily year over year.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Uncertified teachers may lack the in-depth knowledge and pedagogical skills required to effectively teach specific subjects, potentially impacting student learning outcomes.	Teachers lack the resources to obtain certification and training to develop pedagogical skills.
2	Jubilee Kingsville struggles to retain and meet high enrollment goals.	The campus is limited on extracurricular and academic activities to retain or enroll new and returning students to the campus.

★ = Priority

School Processes & Programs

Summary

Personnel - Policy and Procedures

Jubilee Academies adopts a robust and multi-faceted approach to recruit and retain high-quality staff, spearheaded by its Human Resources and Marketing departments. Recruitment efforts leverage a combination of digital job boards (e.g., Indeed, LinkedIn, SimplyHired, Glassdoor), social media platforms (e.g., Facebook), job fairs, and employee referral programs. The institution’s branding efforts further amplify its visibility and attract top talent.

Selection processes are carried out at the campus level by qualified personnel who assess candidates’ qualifications, prior work experience, certifications, and resumes. Jubilee also emphasizes community engagement by seeking recommendations within the district and surrounding areas, ensuring candidates align with the organization’s criteria of excellence.

Retention strategies include a referral incentive program, professional development opportunities, mentoring programs, and instructional coaching. Candidates identified as highly motivated and qualified are strategically placed in roles that maximize their strengths, ensuring alignment with both individual and organizational goals.

The hiring process involves several key steps:

1. **Application Screening**: Initial review of applications and qualifications.
2. **Interviews**: Candidates participate in interviews with a committee, ensuring a collaborative selection process.
3. **Job Offer**: Key personnel evaluate candidates, and Human Resources extends job offers.

Placement considers vacancies, certifications, and a candidate's experience, while development initiatives ensure continued growth through campus and district-level training programs, peer collaborations, and partnerships with educational entities such as Region One.

Jubilee emphasizes shared responsibility in building its campus teams, recognizing that recruitment and retention are collaborative efforts involving all staff members.

Professional Practices

Jubilee Kingsville fosters a culture of instructional excellence by developing leaders through mentorship programs, committees, and grade-level team leads. Tenured staff, instructional coaches, and administrators play a critical role in nurturing new and developing instructional leaders.

Upon onboarding, staff members receive clearly defined roles, responsibilities, and the necessary resources to succeed. The administration upholds an open-door policy, enabling staff to address challenges and seek additional support as needed. This transparent and supportive environment fosters collaboration and innovation.

To drive continuous improvement, Jubilee Kingsville employs a data-driven approach to planning and professional development. Teachers and instructional teams analyze assessment data to identify instructional needs and adjust

lesson plans. This includes:

- **Daily Practices**: Use of exit tickets, scaffolding techniques, and high-order questioning to assess student comprehension.
- **Data-Informed Decisions**: Analysis of formative and summative assessments to guide instructional strategies.

Professional development sessions are carefully tailored to address staff needs in core subjects, classroom technology, and best practices. Feedback from staff and ongoing performance evaluations inform future training sessions, ensuring alignment with district goals and student achievement benchmarks.

Programs and Opportunities for Students

Jubilee Academies offer a wide array of programs designed to support student achievement, artistic expression, and community involvement. These include:

- **Core Academic Programs**: General education, Bilingual/ESL, Gifted and Talented, Special Education, and 504/Dyslexia services.
- **Enrichment Programs**: Gear Up, ACE (Afterschool Centers on Education), Youth Sports League, and E-Sports.
- **Career Readiness Initiatives**: Project Lead the Way (PLTW), CTE courses, and TSI preparation for middle school students.

These programs are designed to meet the needs of all students, including those identified as at-risk. Jubilee maintains high expectations for all learners, providing targeted interventions and accommodations to ensure equitable access to education. Collaboration between teachers, parents, and program coordinators ensures tailored support for students in programs such as IEPs, AIPs, and LPAC accommodations.

To promote college and career readiness, counselors provide guidance on post-secondary options, life skills, and career pathways. The CCMR/ACDMC counselor works with middle school students to prepare for SAT, ACT, and other assessments, ensuring a seamless transition to high school and beyond.

Classroom Management

Effective classroom management is a cornerstone of Jubilee Kingsville's educational philosophy. The campus emphasizes creating positive and structured environments that support active learning and address the physical, social, and emotional development of students. Key strategies include:

- **Rules and Routines**: Clear, positively stated rules that are consistently reinforced.
- **Behavioral Interventions**: Tiered strategies that focus on prevention and positive reinforcement.
- **Supportive Environment**: Regular training for staff on classroom management, social-emotional learning, and evidence-based disciplinary practices.

Jubilee Kingsville prioritizes reducing out-of-classroom disciplinary actions by employing restorative practices and alternative interventions. The campus fosters a culture of mutual respect and accountability, where students and staff work collaboratively to address challenges.

Transition Support

Transition programs are in place to support students as they move between educational stages:

- **Early Childhood to Elementary**: Familiarizing students with classrooms and teachers.
- **Elementary to Middle School**: Providing transition protocols and exposure to middle school environments.
- **Middle School to High School**: Offering curriculum information, school tours, and college readiness

programs.

Safety and Student Welfare

Jubilee Kingsville maintains a strong commitment to student safety and well-being. The school addresses issues such as bullying, violence, and substance abuse through proactive measures, including:

- **Counseling Services**: Referrals to school counselors or virtual counseling services (TCHATT).
- **Safety Protocols**: Regular reviews and trainings on physical and emotional safety.

School Processes and Strengths

Jubilee Kingsville leverages robust systems such as the TEKS Resource System to align curriculum with state standards. Programs like ACE and Gear Up enrich the student experience, while small group interventions and differentiated instruction ensure individualized support.

Strengths

A wide range of programs (special education, bilingual/ESL, Gifted/Talented, etc.) ensures personalized support for all students. Initiatives like Gear Up and CTE courses prepare students for college and careers with continuous assessment and data analysis guide teaching practices, helping tailor instruction to meet student needs. Professional development is also aligned with performance data incorporating strong collaboration between teachers, coaches, administrators, and parents ensures shared responsibility for student success. Parent and community engagement is highly valued.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Jubilee Kingsville struggles to retain and enroll students to meet the enrollment goals.	The campus is limited on extracurricular and academic activities that will retain and enroll new and returning students.

★ = Priority

Perceptions

Summary

In regards to student discipline patterns, we have observed an increase in teacher accountability for handling discipline issues. Teacher proficiency in their classroom management has increased. Teachers are communicating with parents more frequently and building relationships. In regards to bullying, teachers are held accountable for actively monitoring and responding to instances of bullying. When accusations of bullying arise, investigations are conducted by campus administration. Consequences are given based on findings, which include suspensions, expulsions, etc. Jubilee Kingsville can deny enrollment due to discipline issues. There is no DAEP placement.

Campus leadership team provides mediation for students who are constantly behavioral concerns. Additionally, the campus utilizes the RTI Behavior plans to intervene and monitor.

Students describe their campus as a leadership school that is safe and welcoming. Students described having a good rapport with their teachers. Students feel that the work here is rigorous.

Teachers describe the school as having a family atmosphere. Teachers feel supported by campus administration, curriculum coaches, interventionists, district personnel, and each other.

The campus provides safety training through the partnership with Behavior Health Solutions, which educates students on the dangers of drugs, relationships, and bullying. The campus provides teachers with training on sexual harassment, child abuse, and bullying. An area of expressed need is fencing for the facility.

Staff Engagement

While the majority of the teachers have been employed for 1-2 years (41%), we are seeing a higher trend in teacher retention. 32% of the teachers have been with the school for 3-4 years. 27% have been with the school for more than 6 years. New teachers are supported through the New Teacher Mentorship Program, which is funded through Federal Programs/Title 1. Experienced teachers frequently meet with their mentees to discuss lesson planning, the Workshop Model, and classroom management. The mentors also model teach for the mentees to gain a better perspective on the Workshop Model and classroom management. Mentors also meet with their mentees to help them in collecting and analyzing their student data. All teachers feel comfortable working at Jubilee Kingsville. The rapport they have with their colleagues and administrators has a familial feel. They feel supported not just by the school but by the district. They like the open door policy and feel comfortable airing any concerns.

Teachers expect the parents to be very involved in their child's learning and expect them to support the teachers in their decisions and visit/communicate when there's a concern. As students progress higher in the grade levels, parental involvement does drop down. Some parents do not come to as many or any parent conferences.

The administration has been very supportive and intuitive of the staff's safety. The administration has supported the teachers when confronted by hostile parents, we have a process for incident reports, and they routinely inspect the facility for safety hazards.

The school has a Campus Leadership Team that makes many improvement planning decisions. However, no decision is made until the information is shared with the staff for their input and ideas through the faculty meetings.

Parent's participation of their children's education is done several ways: through parent conferences with teachers, attending Principal Socials to gain information on the school, and attending any functions the school may be having on behalf of the students (whether it be athletics, UIL, and field trips). Teachers consistently communicate with parents through a variety of means, such as Remind App, Dojo, Newsletter, and emails.

The perception of Jubilee Kingsville from many parents is that the school has potential and are very happy with the school. The only concern they may have is with teacher turnover. Many parents that visit Jubilee Kingsville have commented on the welcoming feel they get from all staff.

Jubilee Kingsville is a member of the Kingsville Chamber of Commerce. We also utilize the community services of Project

Turnaround. Additionally, the Texas A&M Agriculture Extension provides students with free hands-on science lessons. Also, the East Foundation invited students to the ranch to work through different lab experiments aligned to the state curriculum, which in partnership with Texas A&I - Kingsville.

Perceptions of Jubilee Kingsville is still in development because many residents of Kingsville do not know we exist. However, staff members have participated in community events to advertise and promote the school, such as the Back to School Bash hosted by the Kingsville Housing Authority. Additionally, Jubilee Kingsville has reached out to LULAC Manor Apartments to recruit and promote education. The school also participates in the National Night out, which is hosted by the Kingsville Police Department to promote community safety.

The Jubilee website has many great features that provide information to parents. However, the more effective system is the online enrollment through School Mint. Also, the campus utilizes School Messenger. We have noted that 100% of parents receive communication through these 2 resources. Communication is also translated into Spanish.

Strengths

The campus has a higher teacher retention rate compared to previous school years. Due to this trend, teachers are becoming stronger in their capacity to work with students and develop effective instructional practices. The New Teacher Mentorship Program assists new teachers in developing their skills and competencies. Experienced teachers are provided with the opportunity to mentor new teachers and assume leadership roles within the campus. School climate has been described as friendly and familial. Students have a great rapport with teachers and teachers indicated that they enjoy working with their colleagues.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Jubilee Kingsville has a low rate of parental engagement and involvement.	There is no consistent accountability system for parents to be involved in the school.
2 ★	Jubilee Kingsville is not 100% compliant with state safety standards.	Limited funding and availability of services

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Increase the availability of qualified teachers by implementing a targeted professional development program for 100% of the current educators by the end of the academic year.	Experienced and highly qualified teachers are more likely to work in well-funded schools, leaving low-income and rural schools underserved.
2 ★	Uncertified teachers may lack the in-depth knowledge and pedagogical skills required to effectively teach specific subjects, potentially impacting student learning outcomes.	Teachers lack the resources to obtain certification and training to develop pedagogical skills.
3 ★	Jubilee Kingsville has a low rate of parental engagement and involvement.	There is no consistent accountability system for parents to be involved in the school.
4 ★	Jubilee Kingsville is not 100% compliant with state safety standards.	Limited funding and availability of services

★ = Priority

Goals

Goal 1 Jubilee Academies will continue to recruit, retain, and support the most qualified and effective educators

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Jubilee Kingsville will ensure that 100% the faculty, staff, and administration are provided professional development that builds capacity throughout the 2026-2027 school year.

Evaluation Data Source: Sign-in sheets, Observations, consultation feedback, PD trackers

Strategy 1

Jubilee Kingsville will provide professional developments, to include Saturday, after school, and summer extra duty, for all faculty, staff, and administration in core academic areas and other areas influencing the culture and operation of the school. Trainings will be from District, Consultants, and in-house professional developments.

Strategy's Expected Result/Impact: 100% of campus faculty, staff, and administration will meet or exceed their required professional development hours for the 2026-2027 school year, as verified by the Master PD Tracker and completion certificates, resulting in a 15% increase in 'Proficient' or higher ratings on end-of-year T-TESS/campus evaluations

Staff Responsible for Monitoring: Campus administration

Funding Sources: Teacher Travel 211 - Title I, Part A, $4,000, Admin Travel 211 - Title I, Part A, $12,000

Title I: 2.5.2

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

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

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Strategy 2

Dedicate 30 minutes weekly Professional Development where teachers learn a strategy, practice it together, and commit to trying it that week.

Strategy's Expected Result/Impact: 100% of campus faculty, staff, and administration will meet or exceed their required professional development hours for the 2026-2027 school year, as verified by the PD Tracker and completion, resulting in a 15% increase in 'Proficient' or higher ratings on end-of-year T-TESS/campus evaluations.

Staff Responsible for Monitoring: Principal/ Dean of Culture

Problem Statements: Student Learning 1

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Uncertified teachers may lack the in-depth knowledge and pedagogical skills required to effectively teach specific subjects, potentially impacting student learning outcomes.	Teachers lack the resources to obtain certification and training to develop pedagogical skills.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Jubilee Kingsville will provide 100% of new staff will receive targeted instructional practices, resulting in a 'Proficient' rating on their initial instructional walkthrough.

Evaluation Data Source: Observation Feedback, coaching plan, trackers

Strategy 1

Jubilee Kingsville will pair 100% of beginning teachers with a trained mentor to guide their instructional efficacy throughout the 2026-2027 school year.

Strategy's Expected Result/Impact: 100% of newly hired instructional staff will achieve a rating of 'Proficient' or higher in domains related to classroom management and instructional delivery on their first formal walkthrough following the completion of the initial coaching cycle.

Staff Responsible for Monitoring: Beginning teachers will be monitored by their assigned mentor each six weeks. Campus administration will meet with mentors periodically to measure growth of the beginning teachers and evaluate their needs.

Funding Sources: Mentor Pay 211 - Title I, Part A, $5,117.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Use a sequenced coaching tracker that focuses on just two foundational levers in the first 30 days: Classroom Management (routines and procedures) and Active Engagement (getting students to do the heavy lifting)

Strategy's Expected Result/Impact: 100% of campus educators will receive documented, actionable feedback via a minimum of two instructional walkthroughs, with Tier 2 and Tier 3 teachers successfully meeting the growth milestones outlined in their targeted coaching trackers

Staff Responsible for Monitoring: Principal and Dean of Culture

Problem Statements: Student Learning 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Send new hires to spend 20 minutes observing a veteran teacher's classroom specifically to watch one strategy in action, followed immediately by a 5-minute debrief with an instructional coach.

Strategy's Expected Result/Impact: 100% of first-year teachers will be successfully paired with a trained mentor, completing a minimum of 45 minutes of weekly mentoring contact time, resulting in a 90% or higher end-of-year retention rate for beginning teachers at Jubilee Kingsville.

Staff Responsible for Monitoring: Principal and Dean of Culture

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

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

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Uncertified teachers may lack the in-depth knowledge and pedagogical skills required to effectively teach specific subjects, potentially impacting student learning outcomes.	Teachers lack the resources to obtain certification and training to develop pedagogical skills.

Performance Objective 3 ☑ High Priority

Campus Leadership will support 100% of teachers through structured coaching cycles and regular, actionable classroom observation feedback throughout the 2026-2027 school year.

Evaluation Data Source: Walkthrough observations, coaching meeting logs, grow feedback

Strategy 1

Campus leadership will provide teachers with feedback based on classroom observations and coaching sessions.

Strategy's Expected Result/Impact: By providing teachers with support and feedback, campus administrators will ensure alignment to campus goals and increases in both student achievement and teacher capacity.

Staff Responsible for Monitoring: Principal and Dean of Culture

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Campus leadership will provide dedicated time in the master schedule to provide teachers with effective coaching and feedback sessions.

Strategy's Expected Result/Impact: By providing time in the master schedule and calendar, campus leaders are ensuring that coaching is prioritized and taking place.

Staff Responsible for Monitoring: Principal and Dean of Culture

Title I: 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 5: Instructional Leadership and Capacity Building

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Performance Objective 4 ☑ High Priority

Campus leadership will implement coaching and feedback with fidelity showing and increase in teacher effectiveness throughout the 2026-2027 school year.

Evaluation Data Source: TPESS evaluation, Teacher T-Tess evaluations, Student data

Strategy 1

Campus leadership will attend professional developments in school leadership and improvement.

Strategy's Expected Result/Impact: By providing campus leaders with professional developments, the campus will ensure that current, research based leadership practices are implemented throughout the organization.

Staff Responsible for Monitoring: Principal, Dean of Culture

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

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Strategy 2

Block out non-negotiable windows on admin calendars weekly. During these blocks, that administrator cannot be called for routine issues; they are strictly in classrooms

Strategy's Expected Result/Impact: By making observation blocks a predictable, daily reality, you normalize the presence of leadership in the classroom. It transitions the perception of administrators from "evaluators looking for a gotcha" to "coaches looking to support.

Staff Responsible for Monitoring: Administrative Assistant, Principal

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 5: Instructional Leadership and Capacity Building

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Goal 2

Jubilee Academies will build a strong foundation of read 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**

Jubilee Kingsville will increase in reading, math science and social studies STAAR growth scores at the Meets level by 20% in end of the year assessments.

Evaluation Data Source: MOY/EOY MAP assessments, CFAs, STAAR, mClass, CLI engage

Strategy 1

70% of students in grades Pre-K through 8th will demonstrate 61% growth in comprehension and fluency through the systematic utilization of tiered instruction in core subject areas (Math and Reading).

Strategy's Expected Result/Impact: Students will demonstrate student growth in the areas of math and reading.

Staff Responsible for Monitoring: Principal/ DOC

Funding Sources: General Supplies 211 - Title I, Part A, $10,065

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

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Strategy 2

100% of the students will be provided with extended learning times throughout the school year and during summer school. Teachers and campus leadership will develop targeted interventions to systematically address student needs.

Strategy's Expected Result/Impact: Students will demonstrate increased proficiency in their areas of identified need. Students proficiency in core academic areas will be measured throughout the school year utilizing pre- and post-tests after targeted interventions have been utilized.

Staff Responsible for Monitoring: Principal and Dean of Culture

Funding Sources: Testing Prep Software consultant FSP 420-PIC 30 State Comp Ed (SCE), 420-13-6291-00-006-3-30-0-00, $3,500, Testing Prep software FSP 420-PIC 30 State Comp Ed (SCE), 420-11-6395-00-006-3-30-0-00, $6,464.25

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Strategy 3

Teachers will be provided with professional developments and consultants in the core academic areas (math, reading). Consultants will assist teachers in planning, instruction, data analysis, and interventions.

Strategy's Expected Result/Impact: Faculty and staff will be monitored throughout the school year via walk throughs and observations for effective implementation; additionally, consultants will provide campus will feedback on implementation of professional development practices.

Staff Responsible for Monitoring: Principal and Dean of Culture

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 5: Instructional Leadership and Capacity Building

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Strategy 4

During core instruction (Tier 1), teachers don't sit at their desks or stand at the whiteboard while students work. They actively circulate the room in structured "laps", carrying a clipboard with a seating chart and a exemplar answer key.

Strategy's Expected Result/Impact: Increases intentional teacher/ student feedback, students outcomes increase

Staff Responsible for Monitoring: teacher, principal

Problem Statements: Student Learning 1

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

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Uncertified teachers may lack the in-depth knowledge and pedagogical skills required to effectively teach specific subjects, potentially impacting student learning outcomes.	Teachers lack the resources to obtain certification and training to develop pedagogical skills.

Performance Objective 2 ☑ High Priority

Jubilee Kingsville will increase the percentage of students receiving Special Education (SPED) services who meet or exceed their annual academic growth targets by 10% in both Reading and Mathematics by the conclusion of the 2026-2027 school year.

Evaluation Data Source: mClass, MAP assessment, STAAR, Exit tickets, CFAs

Strategy 1

Train 100% of SPED students to independently utilize their approved testing accommodations (e.g., text-to-speech, speech-to-text, graphic organizers) during daily independent practice--not just on test days.

Strategy's Expected Result/Impact: The percentage of students receiving Special Education services who meet or exceed their annual academic growth measures will increase by at least 10% on state and local accountability metrics compared to the 2025-2026 baseline data

Staff Responsible for Monitoring: Teachers, SPED Director, Principal, Dean of Culture

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

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Strategy 2

Signed or digitally tracked verifications proving that students received their legally mandated accommodations during daily instruction and campus common assessments.

Strategy's Expected Result/Impact: Insurance of student usage of accommodations

Staff Responsible for Monitoring: Teachers, SPED Director, Principal, Dean of Culture

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

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Performance Objective 3 ☑ High Priority

Jubilee Kingsville will increase in Special Education STAAR scores from 32% approaches to 40% approaches in all subjects.

Evaluation Data Source: STAAR scores, MAP scores, Benchmark scores Six week assessment scores.

Strategy 1

Special Education students sill be provided with specialized curriculum to meet their individual needs based on their IEPs.

Strategy's Expected Result/Impact: Special education students will show progress on STAAR scores and will have a higher percentage of passing at the approaches level.

Staff Responsible for Monitoring: Campus Administration, General Education Teachers, Special Education Teachers

Funding Sources: FSP 420-PIC 23 State Special Education (SpEd), $385,587.5

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Performance Objective 4 ☑ High Priority

Jubilee Kingsville will secure and maintain a 1:1 technology infrastructure to ensure 100% of faculty and students have reliable access to digital devices and instructional platforms throughout the 2026-2027 school year.

Evaluation Data Source: Technology Audit

Strategy 1

Faculty and students will be provided with technology to help increase student achievement.

Strategy's Expected Result/Impact: 100% of faculty and enrolled students will maintain uninterrupted, daily access to a functional, network-connected digital learning device, achieving a tech-inventory uptime rate of 95% or higher through the utilization of a hot-swap buffer system

Staff Responsible for Monitoring: Campus administrators, general education teachers.

Funding Sources: Technology Software 211 - Title I, Part A, $9,466

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

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Strategy 2

Establish a quarterly "Tech Check" protocol during 1st period. Students must physically present their device, restart it to apply critical security updates, and verify that their devices are functional. A digital asset ledger showing every serial number paired with the specific name of the student or faculty member it was issued to.

Strategy's Expected Result/Impact: Forcing students to physically present their device every nine weeks creates a high-accountability environment. Damage is caught early when it is still cheap to fix, and students take significantly better care of their technology knowing a mandatory checks are happening, guaranteeing devices are fully updated and functional on test day and for daily work.

Staff Responsible for Monitoring: teachers, IT and Principal

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Performance Objective 5 ☑ High Priority

Jubilee Kingsville will provide a GT program to provide fidelity of services to meet the needs of our gifted and talented students.

Evaluation Data Source: An increase in meets and masters in our STAAR results.

Strategy 1

Provide professional development to all our GT staff and administration which enables them to

meet the unique and individual educational needs of our GT population.

Strategy's Expected Result/Impact: 100% compliance with the Texas State Plan for G/T Education, an increase in advanced performance tiers on local assessments, and zero "flatlined" growth data among your highest-achieving student demographic

Staff Responsible for Monitoring: Director GT, Principal, Dean of Culture

Funding Sources: GT Stipend FSP 420-PIC 21 Gifted and Talented (G/T), $500

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Strategy 2

Jubilee Kingsville will provide specialized professional development to GT-certified faculty on the Texas Performance Standards Project (TPSP) framework and advanced differentiation models, enabling the successful implementation of student-led research projects during the 2026-2027 school year.

Strategy's Expected Result/Impact: 100% of identified GT students will successfully complete and showcase a high-level product by May 2027, resulting in a marked increase in advanced academic engagement and a 100% compliance rating on the TEA Gifted/Talented annual report.

Staff Responsible for Monitoring: GT director, principal, dean of culture

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

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Strategy 3

Jubilee Kingsville will provide resources and materials to successfully complete and present an advanced research project aligned with the Texas Performance Standards Project (TPSP) framework for projects for our Gifted and Talented students.

Strategy's Expected Result/Impact: By May 2027, 100% of GT-certified faculty and administrators will have completed their state-mandated professional development hours, and 100% of identified Gifted and Talented students will have utilized campus-provided resources to successfully complete and present an advanced research project aligned with the Texas Performance Standards Project (TPSP) framework, resulting in a 100% compliance rating on the TEA annual GT capstone audit

Staff Responsible for Monitoring: GT Director, Principal, Dean of Culture

Funding Sources: General Supplies FSP 420-PIC 21 Gifted and Talented (G/T), $553.3

TEA Priorities: Improve low-performing schools

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

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Performance Objective 6

80% of Jubilee Kingsville students will maintain or accelerate progress growth measure by the end of the 2026-2027 school year.

Evaluation Data Source: MAP, exit tickets, STAAR

Strategy 1

Jubilee-Kingsville will provide a comprehensive EB program that will ensure support to faculty, staff, students, and their parents via instructional support and professional development.

Strategy's Expected Result/Impact: A minimum of 70% of EB students demonstrating documented positive growth on their annual TELPAS composite scores, a reduction in long-term EB stagnant growth trends, and 100% compliance on the district's Title III accountability indicators

Staff Responsible for Monitoring: Principals, EB coordinator, EB teacher

Funding Sources: FSP 420-PIC 25 State Bilingual/ESL, $2,412.73

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 5: Instructional Leadership and Capacity Building

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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**

Jubilee-Kingsville will provide 100% of its students with a safe environment that is conducive to student learning.

Evaluation Data Source: Attendance Data, Report Cards, Ascender Discipline Reports, Surveys,

Strategy 1

Jubilee-Kingsville will have a 97% attendance rate.

Strategy's Expected Result/Impact: Students' mastery learning will increase due to being in school 97% of the time.

Staff Responsible for Monitoring: Campus Leadership Team, PEIMS Clerk

Title I: 2.5.1

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 5: Instructional Leadership and Capacity Building

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Strategy 2

Jubilee-Kingsville will provide safety measures that will ensure that 100% of the learning community is in a safe and nurturing environment.

Strategy's Expected Result/Impact: The campus will be safe and increase the perceptions of the campus.

Staff Responsible for Monitoring: Campus Leadership Team

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 3: Integrated Student Support Systems

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Strategy 3

Jubilee-Kingsville will provide an effective school culture for parents, students, community, and employees that will achieve a 90% positive response as measured by a School Climate Survey.

Strategy's Expected Result/Impact: Faculty and student retention will increase.

Staff Responsible for Monitoring: Campus Leadership Team

Funding Sources: Instructional Materials - Fathers Day Event 211 - Title I, Part A, 211-6399-, $1,157.9

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 4

Jubilee-Kingsville will provide opportunities for 100% of its parents to become engaged with the school.

Strategy's Expected Result/Impact: Increased parent engagement will result in higher achievement scores for the our at-risk students.

Staff Responsible for Monitoring: Campus Leadership Team, Parent Liaison, Teachers

Funding Sources: Parent Liaison Salary 211 - Title I, Part A, $33,899.25

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

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

Formative Reviews

November	January	March	June

Strategy 5

Jubilee-Kingsville will beautify its campus to increase perceptions of the campus as a safe, nurturing environment.

Strategy's Expected Result/Impact: The school's climate will improve.

Staff Responsible for Monitoring: Campus Leadership Team

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Performance Objective 2

Jubilee-Kingsville will ensure that 100% of its secondary students receive opportunities for enrollment in CTE courses.

Evaluation Data Source: School Links, ICEV

Strategy 1

CTE courses will be offered at the secondary level.

Strategy's Expected Result/Impact: Students will selected a pathway for graduation that will lead them to achieving an endorsement and being CCMR ready upon graduation from high school.

Staff Responsible for Monitoring: Campus leadership team, school counselor

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

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 ☑ High Priority

By the end of the 2024-2025 school year, 100% of Jubilee Kingsville staff will participate in campus operational procedures to maintain facilities and prioritize campus safety.

Evaluation Data Source: Raptor Sign In

Strategy 1

Jubilee Kingsville will provide various facility services, materials, and resources, such as but not limited to security, maintenance, software, and devices.

Strategy's Expected Result/Impact: A safe and secure learning environment

Staff Responsible for Monitoring: Principal

Funding Sources: Security Services FSP 420-PIC 11 Regular Allotment, $50,000, Door Locks FSP 420-PIC 11 Regular Allotment, $1,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Performance Objective 2 ☑ High Priority

Throughout the 2022-2025 school year, Jubilee Kingsville will have a campus security officers present to monitor the campus daily for safety and security.

Evaluation Data Source: Watchmen Group, Weekly meetings with security officer

Committees

Committees

CNA/ CIP Committee

Members

First Name	Last Name	Position	Committee Role
Heather	Fears	Administration	Chairperson
Brittany	Irvin	Parent	Member
Patricia	Burton	Parent	Member
Priscilla	Rodriguez	Counselor	Secretary
Nerieda	Perez	Paraprofessional	Member
Jennifer	Ortega	Special Education Staff	Member
Alicia	Bolt	District Administrator	Member
Ashley	Shortsleeve	Elementary Teacher	Member
Claudia	DeLeon	Secondary Teacher	Member
Jose Miguel	Huerta	Student (Secondary)	Member

CNA Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
February 13, 2026 @ 8:00 AM	Conference room	CNA .pdf	Agenda.pdf

Members

First Name	Last Name	Position	Committee Role
Patricia	Burton	Community/Business Member	Member
Jose Miguel	Huerta	Student (Secondary)	Member
Claudia	DeLeon	Secondary Teacher	Member
Ashley	Shortsleeve	Elementary Teacher	Member
Alicia	Bolt	District Administrator	Member
Jennifer	Ortega	Special Education Staff	Member
Nerieda	Perez	Paraprofessional	Member
Priscilla	Rodriguez	Counselor	Secretary

First Name	Last Name	Position	Committee Role
Patricia	Burton	Parent	Member
Brittany	Irvin	Parent	Member
Heather	Fears	Administration	Chairperson

Funding Summary

Funding Summary

FSP 420-PIC 11 Regular Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Security Services	--	$50,000.00
4	1	1	Door Locks	--	$1,000.00
				Sub-Total	$51,000.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$51,000.00**

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

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1	GT Stipend	--	$500.00
2	5	3	General Supplies	--	$553.30
				Sub-Total	$1,053.30
				Budgeted Fund Source Amount	$1,053.30
				+/- Difference	$0.00

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

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

FSP 420-PIC 23 State Special Education (SpEd)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1		--	$385,587.50
				Sub-Total	$385,587.50
				Budgeted Fund Source Amount	$385,587.50
				+/- Difference	$0.00

FSP 420-PIC 25 State Bilingual/ESL

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	6	1		--	$2,412.73
				Sub-Total	$2,412.73
				Budgeted Fund Source Amount	$2,412.73
				+/- Difference	$0.00

FSP 420-PIC 30 State Comp Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Testing Prep Software consultant	420-13-6291-00-006-3-30-0-00	$3,500.00
2	1	2	Testing Prep software	420-11-6395-00-006-3-30-0-00	$6,464.25
				Sub-Total	$9,964.25
				Budgeted Fund Source Amount	$210,691.25
				+/- Difference	**$200,727.00**

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
				--	$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
1	1	1	Teacher Travel	--	$4,000.00
1	1	1	Admin Travel	--	$12,000.00
1	2	1	Mentor Pay	--	$5,117.20
2	1	1	General Supplies	--	$10,065.00
2	4	1	Technology Software	--	$9,466.00
3	1	3	Instructional Materials - Fathers Day Event	211-6399-	$1,157.90
3	1	4	Parent Liaison Salary	--	$33,899.25
				Sub-Total	$75,705.35
				Budgeted Fund Source Amount	$138,195.00
				+/- Difference	**$62,489.65**

255 - Title II, Part A, TPTR

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$14,400.00
				+/- Difference	**$14,400.00**

Jubilee Kingsville Knights
Title I
Every Students Succeeds Act (ESSA)
Parent & Family Engagement Policy
2026-2027

Jubilee Academies Core Cultural Beliefs: *"The Jubilee Way"*

J: *Joy*
U: *Understanding*
B: *Balance*
I: *Integrity*
L: *Leadership*
E: *Empowerment*
E: *Excellence*

Our Vision:
"The Premier Choice in Education"

Our Mission:
"Provide a Nurturing Community Focused on Leadership & Educational Excellence"

District Goals:
The District will:

- Provide a learning environment that is safe, drug-free and conducive to learning for all students and employees.
- Increase student achievement to meet or exceed state standards.
- Provide opportunities and information to assist students in preparing for graduation, college/careers and assist in the prevention of student drop-out.
- Provide professional development opportunities for staff to improve instruction and skills set for their respective positions.
- Increase Parent, Family and Community Engagement opportunities.
- Obtain a 97% or higher student/teacher/staff attendance.
- Implement measures to maintain high staff morale and low teacher turnover rate

PART I. GENERAL EXPECTATIONS

Jubilee Kingsville agrees to implement the following statutory requirements:

· Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. (See Enclosure)

· Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.

· In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.

· If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).

· The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.

· The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

· The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.

· The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

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

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school

(C) that parents 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;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Jubilee Kingsville will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

    - Open House
    - Meet the Teacher
    - Principal's Coffee and Conversations
    - Parent Volunteer Committee
    - Booster Club
    - Book fair
    - Boys Scout/Cub Scout
    - La Posada Parade
    - Ice Cream Social
    - Sporting Events
    - Holiday Events
    - Veteran's Day
    - Trunk or Treat
    - Festivals
    - Community Engagement
    - Grandparents Day

2. Jubilee Kingsville will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

    - Principal's Conversations and Coffee
    - Conferences
    - Surveys

3. Jubilee Kingsville will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

- Annual Title I Meeting during the 1st Nine Weeks of school

4. Jubilee Kingsville will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

    - Parent Portal
    - Progress Reports
    - Report Cards
    - Parent Square
    - Parent/Teacher Conferences

5. Jubilee Kingsville will, at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as possible by:

    - CIP (Campus Improvement Plan)

6. Jubilee Kingsville will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:

    - TEA (Texas Education Agency)
    - Confidential Student Reports
    - TexasAssessments.com STAAR Portal
    - Parent Portal

7. Jubilee Kingsville will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

    - Written communication

8. Jubilee Kingsville will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph –

    · the state's academic content standards,
    · the state's student academic achievement standards,
    · the state and local academic assessments including alternate assessments,
    · the requirements of Part A,
    · how to monitor their child's progress, and
    · how to work with educators

9. Jubilee Kingsville will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

    - Mathia 6-8 Math
    - Zearn K-5 Math
    - MClass (Reading)
    - IXL All Subjects
    - Khan Academy
    - Google Classroom

10. Jubilee Kingsville will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

    - Newsletter (Campus)
    - Parent Volunteer Meetings

11. Jubilee Kingsville will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

    - School Campus Representative

12. Jubilee Kingsville will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to 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:

    - Newsletter (English/Spanish)
    - Facebook
    - School website
    - Parent Square

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

· involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
· providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

· paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
· training parents to enhance the involvement of other parents;
· arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education;
· adopting and implementing model approaches to improving parental involvement;
· establishing a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
· developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by May 27, 2026.

This policy was adopted by Jubilee Kingsville ***May 27,2026*** and will be in effect for the academic school year of ***2026-2027***. The school will distribute this policy to all parents of participating Title I, Part A children.

_____	_____
Jubilee-Kingsville Principal	*Jubilee-Kingsville Assistant Principal*
_____	_____
Date	*Date*

PARENT ENGAGEMENT POLICY ACKNOWLEDGMENT

Please sign and return this completed form.

☐ I have read this Parent Engagement Policy and fully understand and agree to its contents.

Students Name (Printed) Grade

Parent Name (Printed)

Parent Signature Date

What is a Family-School Compact?

A Family-School Compact is an action plan to enhance schools and promote student success. The Family-School Compact describes how Jubilee Academies and families can work together to help children achieve the State's high standards. It outlines how parents, the school staff, and students will share responsibility for improved student academic achievement. Compacts will be discussed during parent conferences. Compacts will be shared at this time and the teachers will discuss the details of the teacher, parent and student roles as outlined in the Compact. Feedback and requests for any additional support are welcome at any time. Our Compact describes what the school will provide to the students and parents, how communication will take place, and how teachers will help students develop necessary skills. It outlines what strategies families can use at home to support their child's learning. These components are linked to our Schoolwide School Improvement Plan

Building Partnerships

Jubilee Kingsville is committed to providing families with resources and opportunities for learning in order to assist parents in working with their child. Our Parent Resource link is located on the Jubileeacademies.org site. It offers the parent portal for grades, academic calendars, campus volunteer applications, health resources, and parent resources. A variety of Parent engagement opportunities and Family Learning Nights are offered throughout the year, providing information on topics that will help your child in Math and Reading. The Jubilee Newsletter will go out weekly including assignment, projects, testing tips, and homework assignments. Along with the newsletter, Jubilee Kingsville will be hosting events such as, Principal's Social, Math Night, Science Day, and PTO meetings

Jointly Developed

Parents, staff, and students of Jubilee Kingsville contributed to the development of this Compact. Feedback from surveys, input at meetings, and evaluation of current parent involvement practices were all considered. Teachers suggested activities that will be supported and provided that can take place at home, and parents contributed ideas to make these activities possible. Students offered feedback on what would help them learn. Meetings are held each year to review the Compact, and to make necessary changes. The Compact ensures that students are provided with the best opportunity for academic achievement by the school and family working together. Parents are welcome to contribute comments at any time as the Compact will be referenced throughout this year.

Communication about Student Learning

Parent-Teacher Conferences:
Parents are encouraged to call and schedule conferences with the teachers at any time there is a concern or questions.

Student Report Cards are issued every 9 weeks with progress reports every 5 weeks. Report cards go out a few days after the 9 weeks ends. The end of the nine weeks for the year are 10/08, 12/18, 03/12, and 5/21.

Parent Square keep parents informed on student events and progress. Volunteering at our campus is always welcome and encouraged. To volunteer please contact Jubilee Kingsville Front Office for information at 361-516-0840.

JUBILEE
KINGSVILLE

Our Vision

To become the premiere choice in education.

Our Mission

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

School-Parent Compact
Middle School
School Year 2026-2027

Jubilee Kingsville
201 N. 19th St.
Kingsville, TX 78363
361-516-0840

Our Goals for Student Achievement

Jubilee Kingsville Goals

Goal 1: Students in 3rd-5th grades will achieve 90% approaches, 48% meets, and 31% masters in the 2026-2027 Reading STAAR. In 3rd-5th, we will focus on the following areas: Reading fluency and vocabulary.

Goal 2: Students will achieve 90% approaches, 46% meets, and 24% masters in the 2025-2026 Math STAAR

Teachers, Parents, Students - Together for Success

In the Classroom

The teacher will work with students and their families to help students achieve success in reading and math. We will work with families to support students in the following ways:

- Provide math fact practice to practice math fluency.
- Attend Math Night.
- Provide a weekly reading log for each student and suggest reading/math sites and any TEKS based curriculum apps to use at home for reading and Math.
- Provide vocabulary Homework each week.
- Provide addition and subtraction fact practice resources

The teacher will work with students and their families to help students achieve success in reading and math. We will work with families to support students in the following ways:

- Provide access for all students in nwea MAPS to test their fluency/comprehension.
- Encourage use of any TEKS based curriculum pass such as IXL in reading when available.
- Provide access to Amplify and IXL to enhance math fluency.

At Home

Jubilee Kingsville parents joined staff to develop ideas about how families can support students' success in reading and math.

- Provide support for my child with math fact fluency. Have my child access sites when available such as IXL and Eureka.
- Provide support for my child for 20 minutes of nightly reading practice and sign completed reading log and homework sheet.
- Review vocabulary with child that is provided on the weekly class homework sheet.

Jubilee Kingsville parents joined staff to develop ideas about how families can support students' success in reading and math:

- Provide support for my child with addition and subtraction facts through IXL and Eureka.
- Provide support for my child with nightly reading practice on leveled readers.
- Review vocabulary provided on the weekly homework

Jubilee Kingsville Students

Jubilee Kingsville third grade students joined staff and parents to develop ideas about how they can succeed in reading and math:

- Practice addition and subtraction math facts through the use of IXL or fact practice activities.
- Practice reading fluency and skills with leveled readers.
- Practice leveled reading fluency passages each week or read decodable readers 15 minutes a day Monday-Thursday.