Jubilee Academies

Jubilee Leadership Academy

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

At Jubilee Leadership Academy (JLA), our students learn in a nurturing environment focused on leadership and excellence. Working in collaboration with our community of educators, support staff, and families, our students receive individualized learning trajectories aligned with their unique learning needs. JLA serves students from our Brownsville Community spanning from grades PK - 8th.

Specifically, JLA serves 569 students in the following grade levels:

PK - 49 (Teacher:Student Ratio = 16:1)
K - 64 (Teacher:Student Ratio = 21:1)
1st - 80 (Teacher:Student Ratio = 20:1)
2nd - 59 (Teacher: Student Ratio = 19:1)
3rd - 51 (Teacher:Student Ratio = 22:1)
4th - 64 (Teacher:Student Ratio = 17:1)
5th - 52 (Teacher:Student Ratio = 17:1)
6th - 50 (Teacher:Student Ratio = 22:1)
7th - 62 (Teacher:Student Ratio = 12:1)
8th - 38 (Teacher:Student Ratio = 12:1)

Ethnicity

Hispanic-Latino: 549 (96.5%)

Race

American Indian - Alaskan Native: 1 (0.17%)
Asian: 4 (0.7%)
Black - African American: 2 (0.4%)
Native Hawaiian - Pacific Islander: 0 (0.00%)
White: 14 (2.5%)
Two-or-More: 0 (0.00%)

Student Programs	Count	Percent
Dyslexia	22	3.73%
Gifted and Talented	26	4.41%
Regional Day School Program for the Deaf	0	0.00%
Section 504	37	6.27%
Special Education (SPED)	43	7.29%
Bilingual/ESL		
Emergent Bilingual (EB)	323	54.75%
Bilingual	75	12.71%
English as a Second Language (ESL)	75	12.71%
Alternative Bilingual Language Program	165	27.97%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	590	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%

Student Programs	Count	Percent
Neglected	0	0.00%

Student Indicators	Count	Percent
At-Risk	442	74.92%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	25	4.24%
Intervention Indicator	51	8.64%
Migrant	0	0.00%
Military Connected	14	2.37%
Transfer In Students	0	0%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	514	87.12%
Free Meals	355	60.17%
Reduced-Price Meals	23	3.90%
Other Economic Disadvantage	136	23.05%
Homeless and Unaccompanied Youth		
Homeless Status Total	10	1.69%
Shelter	0	0.00%
Doubled Up	10	1.69%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	10	1.69%
Is Unaccompanied Youth	0	0.00%

Strengths

In reviewing our demographic data, several strengths were identified. First, our teacher-to-student ratio is no larger than 1:22, meaning one staff member serves approximately 22 students or less. This small ratio fosters a nurturing environment where we can focus on the individualized academic and social-emotional needs of each child. Additionally, Jubilee Leadership Academy (JLA) currently enrolls 546 students, with a goal of reaching 650. Over the years, JLA has consistently increased its enrollment year after year. Another key strength is our staff retention rate, which stands at 90%, reflecting a strong commitment to maintaining a stable and dedicated team.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Jubilee Leadership Academy's Average Daily Attendance remains below the campus goal of 95%, resulting in lost instructional time and negatively impacting student achievement and campus funding.	Chronic absenteeism among a small group of students, limited family awareness of the impact of attendance on academic success, and transportation, health, and family-related barriers have contributed to inconsistent student attendance.

★ = Priority

Student Learning

Summary

Jubilee Leadership Academy: Student Learning Data 2025-2026

- Accountability Rating: 82 (B)
  - Student Achievement Domain 1: 72 (C)
  - School Progress Domain 2: 79 (C)
  - Closing the Gaps Domain 3: 88 (B)
- Student STAAR data displayed by grade level and subject below:

Grade Level	Subject	% Approaches	% Meets	% Masters
3rd	RLA	89	48	9
3rd	Math	84	59	30
4th	RLA	52	32	10
4th	Math	76	45	15
5th	RLA	74	48	22
5th	Math	77	43	13
5th	Science	69	33	14
6th	RLA	68	51	21
6th	Math	72	19	9
7th	RLA	74	47	16
7th	Math	51	23	2
8th	RLA	70	35	16
8th	Algebra I	81	27	8
8th	Science	92	62	22
8th	Social Studies	62	35	22

Jubilee Leadership Academy: Student Learning Data 2024-2025

- Accountability Rating: 67(D)
  - Student Achievement Domain: 60
  - School Progress Domain: 66

- Closing the Gaps Domain: 70
- Student STAAR data displayed by grade level and subject below:

Grade Level	Subject	% Approaches	% Meets	% Masters
3rd	RLA	61	39	8
3rd	Math	51	15	5
4th	RLA	66	23	4
4th	Math	62	32	9
5th	RLA	71	45	24
5th	Math	61	37	20
5th	Science	55	32	10
6th	RLA	71	48	29
6th	Math	59	22	2
7th	RLA	61	30	12
7th	Math	41	6	0

Jubilee Leadership Academy: Student Learning Data 2023-2024

- Accountability Rating: 59 (F)
  - Student Achievement Domain: 59
  - School Progress Domain: 65
  - Closing the Gaps Domain: 51
- Student STAAR data displayed by grade level and subject below:

Grade Level	Subject	% Approaches	% Meets	% Masters
3rd	RLA	53	30	2
3rd	Math	64	28	4
4th	RLA	65	33	8
4th	Math	50	29	13
5th	RLA	74	48	22
5th	Math	67	30	6

Grade Level	Subject	% Approaches	% Meets	% Masters
5th	Science	52	17	4
6th	RLA	67	45	18
6th	Math	64	33	5

Special Education Data (at %Meets or Higher)

Grade Level	Subject	% Meets
3rd	RLA	0
3rd	Math	0
4th	RLA	0
4th	Math	0
5th	RLA	0
5th	Math	0
5th	Science	0
6th	RLA	0
6th	Math	0

Jubilee Leadership Academy: Longitudinal Accountability Ratings

Academic Year	Overall Rating	Score
2025 - 2026	B	82
2024 - 2025	D	67

Academic Year	Overall Rating	Score
2023 - 2024	D	69
2022-2023	F	59
2021-2022	B	87
2020-2021	Not Rated	NA

Strengths

Analyzing Jubilee Leadership Academy's 2025–2026 student achievement data in comparison with 2024–2025 reveals substantial improvement across accountability domains, grade levels, and subjects. The following three areas represent significant campus strengths:

1. Significant Improvement in Overall Accountability

Jubilee Leadership Academy's overall accountability score increased by 15 points, from 67 (D) in 2024–2025 to 82 (B) in 2025–2026. Student Achievement increased from 60 to 72, School Progress increased from 66 to 79, and Closing the Gaps increased from 70 to 88. The 18-point increase in Closing the Gaps represents the campus's strongest domain-level improvement and demonstrates greater success in supporting historically underserved student groups.

2. Growth in Third-Grade Mathematics and RLA

Third-grade Mathematics demonstrated the campus's most significant grade-level improvement. Approaches increased by 33 percentage points, from 51% to 84%; Meets increased by 44 percentage points, from 15% to 59%; and Masters increased by 25 percentage points, from 5% to 30%. Third-grade RLA also experienced considerable growth, with Approaches increasing by 28 percentage points, from 61% to 89%, and Meets increasing by 9 percentage points, from 39% to 48%. These results suggest that instructional practices implemented in third grade were highly effective and should be examined for possible replication across other grade levels.

3. Strong Secondary Performance and Growth

Eighth-grade Science emerged as one of the strongest-performing areas on campus, with 92% of students achieving Approaches, 62% achieving Meets, and 22% achieving Masters. Seventh-grade RLA also showed meaningful year-over-year growth, increasing by 13 percentage points at Approaches, 17 points at Meets, and 4 points at Masters. Seventh-grade Mathematics increased by 10 points at Approaches and 17 points at Meets. These results demonstrate improved secondary readiness and provide a strong foundation for continuing to increase the percentage of students performing at the Meets and Masters levels.

Overall, the 2025–2026 results reflect significant campus improvement, particularly in Closing the Gaps, third-grade achievement, and secondary performance. JLA should continue identifying the instructional practices, intervention systems, and progress-monitoring processes that contributed to these gains and strategically replicate them across grade levels and content areas.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Although Jubilee Leadership Academy demonstrated substantial overall improvement in 2025-2026, student performance at the Meets and Masters levels remains inconsistent across grade levels and content areas. The greatest areas of concern include fourth-grade RLA, sixth- and seventh-grade Mathematics, and eighth-grade RLA.	Standards-aligned Tier 1 instruction, lesson internalization, collaborative planning, data analysis, and targeted intervention practices are not implemented with consistent depth and fidelity across all grade levels and content areas. This inconsistency results in varying levels of instructional rigor, differentiation, and responsiveness to identified student needs.

★ = Priority

School Processes & Programs

Summary

Curriculum & Instruction	**Jubilee Leadership aligns with our district's selection of High Quality Instructional Materials (HQIM) in the four core areas.** **Our lesson internalization protocols ensure that teachers are well-prepared to deliver high quality instruction using our HQIM to meet the diverse and varied learning needs of ALL our learners.**
Professional Development	At Jubilee Leadership Academy, staff are equipped with knowledge and skills to continually improve in their practice as educators. We implement the coaching frameworks. Specifically, each teacher is assigned an instructional coach on campus. Our principal coaches and supports our Reading teachers, our Assistant Principal coaches and supports our Math/Science Teachers, and our Instructional Coaches coach and support our primary and humanities teachers. Through this coaching framework, each teacher receives a weekly observation, a weekly coaching conversation and observation/feedback meeting, and support in data analysis and action planning through a Weekly Data Meeting. Collectively, these systems and processes allow for each teacher to receive an individualized coaching pathway aligned to their most pressing needs, both in management and rigor. Additionally, our campus builds collective capacity and alignment through weekly staff Professional Development sessions. PD sessions are held on Thursdays, during PLC time. Sessions are aligned to campus-wide instructional gaps, which are identified weekly through instructional rounds and analysis of observation data.
Communication	Jubilee Leadership Academy utilizes multiple platforms and modes of communication to send and receive information to and from multiple stakeholders. These include: • School Messenger • Facebook • Remind
Support Services	Programs that continue to operate at Jubilee Leadership Academy are the following: general education, Bilingual/ESL, Gifted/Talented, 504/Dyslexia, Multi-TieredSystem of Supports (previously RTI), special education, social and emotional student support, and Determined Destiny Values. All of these programs are aligned with the campus/district vision, mission, goals, and values and most definitely focus on a safe environment and high expectations for all.
Extracurricular Opportunities	JLA provides multiple opportunities for enrichment beyond academic focuses in the school day. We have a Texas ACE after school program, which offers a plethora of clubs and academic supports to students from the hours of 4:00 - 7:00 PM. Additionally, JLA provides career-focused skill-building through CTE and skillsUSA competitions.
Technology Integration	Students at JLA are equipped with 1:1 technology.

Strengths

Jubilee Leadership Academy exemplifies a commitment to high standards of education through rigorous curriculum alignment, comprehensive professional development, and a robust support system tailored to meet the diverse needs of all students. The school ensures the use of High-Quality Instructional Materials (HQIM) across all core subjects, which are meticulously integrated into daily teaching practices through effective lesson internalization protocols. This ensures that instruction is not only standardized but also adapted to enhance student learning outcomes comprehensively.

In professional development, Jubilee Leadership Academy adopts a proactive approach by leveraging expert coaching frameworks**.** Each educator benefits from personalized coaching, including weekly observations, feedback sessions, and data-driven action planning. This structured support system fosters continuous professional growth and ensures instructional excellence campus-wide.

Furthermore, the school’s communication strategy effectively engages multiple stakeholders using varied platforms, ensuring a transparent and inclusive community environment. The robust suite of support services and extracurricular programs, including Bilingual/ESL, Gifted/Talented, and career-focused initiatives, highlights the school’s dedication to providing holistic educational opportunities. The integration of technology with a 1:1 device program further supports an innovative learning atmosphere, preparing students for future academic and career challenges.

Collectively, these elements underscore Jubilee Leadership Academy's strong infrastructure for nurturing academic excellence and personal growth, positioning it as a beacon of effective educational practices within the community.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Special education students at Jubilee Leadership Academy consistently show significantly lower performance rates.	This alarming trend indicates a critical gap in the effectiveness of special education program implementation, including potential issues with the integration of instructional materials, differentiated instruction, and the application of the Multi-Tiered System of Supports. The existing professional development and support services appear inadequate to address the specialized needs of these studen
2 ★	Although High-Quality Instructional Materials (HQIM) are available for all core subjects, there is a noticeable inconsistency in their consistent use across different grade levels.	This variation suggests that the effectiveness of curriculum internalization and delivery may not be uniform across all teaching staff and grade levels. The variability in student outcomes, especially in subjects like Math and Science at the lower grades, points to potential gaps in how well the curriculum materials are being utilized and adapted to meet the varied learning needs of students.

★ = Priority

Perceptions

Summary

Jubilee Academics stands for:
J: Joy

U: Understanding

B: Balance

I: Integrity

L: Leadership

E: Empowerment

E: Excellence

Vision:
Our vision is to foster an inclusive, high-achieving environment where every student and staff member thrives. Through a culture of continuous improvement, teamwork, and a commitment to academic excellence, we aim to attain a 'B' rating, ensuring that all members of our community are empowered to succeed.

Mission:
Our mission is to provide a supportive and collaborative learning environment that nurtures the potential of every student and staff member. We are dedicated to delivering rigorous, standards-aligned instruction, leveraging High-Quality Instructional Materials (HQIM) to enhance learning outcomes. By promoting equity, fostering innovation, and building strong partnerships with families and the community, we aim to inspire growth, close achievement gaps, and consistently strive for excellence.

Title One survey results indicate that Jubilee Leadership Academy (JLA) successfully fosters an inclusive community for all stakeholders. Feedback highlights strong relationships between staff, students, and families, emphasizing the academy's commitment to creating a welcoming and supportive environment where diverse needs are met, and everyone feels valued and engaged.

Strengths

Jubilee Leadership Academy is deeply committed to ensuring the safety and success of all students. We maintain a secure learning environment with the presence of two armed security guards, dedicated to the safety and well-being of our school community. This proactive approach allows students and staff to focus on learning and growth in a safe setting.

We work closely with parents to ensure the academic success and social-emotional well-being of our students. Through programs like the Texas ACE after-school program, which offers tutoring and enrichment activities, and the GEAR UP program, focused on college and career readiness, we equip students with the tools they need to thrive both in school and beyond. This partnership with families helps create a collaborative environment where students are supported on all fronts.

Through these programs and initiatives, we create an environment where students can thrive academically, socially, and emotionally, with safety and future readiness as key priorities.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	The school is facing a challenge in providing sufficient opportunities for parent involvement, which is critical for fostering strong partnerships between families and the school community.	Feedback from the family perceptions survey indicates a recurring theme where despite efforts to engage parents, many feel that they are not adequately informed or included in decision-making processes, leading to a lack of meaningful participation. This gap hinders the school's ability to create a collaborative environment that supports student success, as research consistently shows that active

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	Jubilee Leadership Academy's Average Daily Attendance remains below the campus goal of 95%, resulting in lost instructional time and negatively impacting student achievement and campus funding.	Chronic absenteeism among a small group of students, limited family awareness of the impact of attendance on academic success, and transportation, health, and family-related barriers have contributed to inconsistent student attendance.
2	Although Jubilee Leadership Academy demonstrated substantial overall improvement in 2025-2026, student performance at the Meets and Masters levels remains inconsistent across grade levels and content areas. The greatest areas of concern include fourth-grade RLA, sixth- and seventh-grade Mathematics, and eighth-grade RLA.	Standards-aligned Tier 1 instruction, lesson internalization, collaborative planning, data analysis, and targeted intervention practices are not implemented with consistent depth and fidelity across all grade levels and content areas. This inconsistency results in varying levels of instructional rigor, differentiation, and responsiveness to identified student needs.
3	Special education students at Jubilee Leadership Academy consistently show significantly lower performance rates.	This alarming trend indicates a critical gap in the effectiveness of special education program implementation, including potential issues with the integration of instructional materials, differentiated instruction, and the application of the Multi-Tiered System of Supports. The existing professional development and support services appear inadequate to address the specialized needs of these studen
4	Although High-Quality Instructional Materials (HQIM) are available for all core subjects, there is a noticeable inconsistency in their consistent use across different grade levels.	This variation suggests that the effectiveness of curriculum internalization and delivery may not be uniform across all teaching staff and grade levels. The variability in student outcomes, especially in subjects like Math and Science at the lower grades, points to potential gaps in how well the curriculum materials are being utilized and adapted to meet the varied learning needs of students.
5	The school is facing a challenge in providing sufficient opportunities for parent involvement, which is critical for fostering strong partnerships between families and the school community.	Feedback from the family perceptions survey indicates a recurring theme where despite efforts to engage parents, many feel that they are not adequately informed or included in decision-making processes, leading to a lack of meaningful participation. This gap hinders the school's ability to create a collaborative environment that supports student success, as research consistently shows that active

★ = Priority

Goals

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

Performance Objective 1 ☑ High Priority

Jubilee Leadership Academy will be 100% staffed by August 11, 2026.

Evaluation Data Source: Campus Employee Census

Strategy 1

JLA will engage in ongoing recruitment and hiring efforts to fill all campus vacancies with qualified candidates.

Strategy's Expected Result/Impact: JLA will maintain adequate staffing to support student learning and campus operations.

Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Culture

Problem Statements: School Processes & Programs 2

Funding Sources: FSP 420-PIC 11 Regular Allotment,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	January	March	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Although High-Quality Instructional Materials (HQIM) are available for all core subjects, there is a noticeable inconsistency in their consistent use across different grade levels.	This variation suggests that the effectiveness of curriculum internalization and delivery may not be uniform across all teaching staff and grade levels. The variability in student outcomes, especially in subjects like Math and Science at the lower grades, points to potential gaps in how well the curriculum materials are being utilized and adapted to meet the varied learning needs of students.

Performance Objective 2 ☑ High Priority

By May 2027, Jubilee Leadership Academy will maintain a teacher retention rate of at least 90%, ensure 100% of instructional positions are staffed by qualified educators, and provide targeted coaching and professional development to support teacher effectiveness and student achievement.

Evaluation Data Source: - Professional Development Sign In Sheets
- T-TESS Evaluation Data
- Teacher Formative Observation Data

Strategy 1

100% of New Teachers and Teachers Rated as Improvement Needed and Developing will be provided access to high quality professional development in classroom management through Teach Like A Champion Modules.

Strategy's Expected Result/Impact: 100% of Teachers at JLA will be equipped with the knowledge, skills, and resources to foster a nurturing classroom environment focused on leadership and academics.

Staff Responsible for Monitoring: Principal, Assistant Principals.

Problem Statements: Student Learning 1

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

Title I:

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

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

Formative Reviews

November	January	March	June

Strategy 2

100% of Teachers at Jubilee Leadership Academy will be supported by an Instructional Leader. Support will be given through the implementation of an ongoing coaching cycle, following the Get Better Faster Framework, consistent of weekly lesson plan feedback, weekly observation, weekly observation/feedback, and weekly data meetings.

Strategy's Expected Result/Impact: Teachers will develop the skills and knowledge needed to catalyze their professional development, resulting in improved student achievement outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Student Learning 1

Funding Sources: FSP 420-PIC 11 Regular Allotment,

Title I:

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

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

Formative Reviews

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Jubilee Leadership Academy will adopt and implement structured Professional Learning Community (PLC) frameworks that empowers staff and promotes a cycle of continual learning.

Strategy's Expected Result/Impact: Staff members will make decisions for professional growth and development centered on student data and student learning needs.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Student Learning 1

Funding Sources: Lead Teacher Stipends 211 - Title I, Part A, $2,500

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

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although Jubilee Leadership Academy demonstrated substantial overall improvement in 2025-2026, student performance at the Meets and Masters levels remains inconsistent across grade levels and content areas. The greatest areas of concern include fourth-grade RLA, sixth- and seventh-grade Mathematics, and eighth-grade RLA.	Standards-aligned Tier 1 instruction, lesson internalization, collaborative planning, data analysis, and targeted intervention practices are not implemented with consistent depth and fidelity across all grade levels and content areas. This inconsistency results in varying levels of instructional rigor, differentiation, and responsiveness to identified student needs.

Goal 2

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

Performance Objective 1

☑ **High Priority**

Jubilee Leadership Academy will achieve an Academic Growth raw score of 80 or higher in reading and mathematics, resulting in a Domain 2A score of 90 or higher.

Evaluation Data Source: Texas Education Agency School Progress Domain 2A Academic Growth results
Bi-weekly reading and mathematics assessment data
Benchmark assessment data
Digital student growth trackers
Reading and mathematics walkthrough/coaching evidence

Strategy 1

Strengthen Tier 1 Rigor

Strategy's Expected Result/Impact: More consistent delivery of rigorous, grade-level instruction, with stronger alignment between the lesson objective, exemplar, checks for understanding, student engagement, and the level of student thinking required for mastery.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches

Problem Statements: Student Learning 1

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Differentiate Coaching Based on Teacher Need

Strategy's Expected Result/Impact: Targeted and effective coaching that provides teachers with the level of support needed to implement high-leverage instructional practices and improve student outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches

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 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Protect and Accelerate Individual Student Growth

Strategy's Expected Result/Impact: Students' individual growth goals are consistently monitored, with instructional support adjusted to protect students already on track and accelerate those not yet meeting expected growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches

Problem Statements: Student Learning 1

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 4

Jubilee Leadership Academy will provide High Quality Instructional Materials and vetted supplemental STAAR prep materials (Summit K-12, Sirius, i-Ready, IXL).

Strategy's Expected Result/Impact: Students will have access to high quality materials that will prepare them for improved academic outcomes.

Staff Responsible for Monitoring: Principals, Assistant Principals.

Problem Statements: School Processes & Programs 2

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

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

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although Jubilee Leadership Academy demonstrated substantial overall improvement in 2025-2026, student performance at the Meets and Masters levels remains inconsistent across grade levels and content areas. The greatest areas of concern include fourth-grade RLA, sixth- and seventh-grade Mathematics, and eighth-grade RLA.	Standards-aligned Tier 1 instruction, lesson internalization, collaborative planning, data analysis, and targeted intervention practices are not implemented with consistent depth and fidelity across all grade levels and content areas. This inconsistency results in varying levels of instructional rigor, differentiation, and responsiveness to identified student needs.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Although High-Quality Instructional Materials (HQIM) are available for all core subjects, there is a noticeable inconsistency in their consistent use across different grade levels.	This variation suggests that the effectiveness of curriculum internalization and delivery may not be uniform across all teaching staff and grade levels. The variability in student outcomes, especially in subjects like Math and Science at the lower grades, points to potential gaps in how well the curriculum materials are being utilized and adapted to meet the varied learning needs of students.

Performance Objective 2 ☑ High Priority

Jubilee Leadership Academy will achieve a Closing the Gaps raw score of 75 or higher, resulting in a Domain 3 score of 90 or higher.

Evaluation Data Source: Texas Education Agency Closing the Gaps Calculation Report
State assessment results by content area and accountability group
Bi-weekly common assessment data
Benchmark assessment data
Digital student performance and growth trackers
LIFT mathematics walkthrough and coaching data
Campus walkthrough and coaching evidence

Strategy 1

Strengthen Mathematics Instruction Through LIFT

Strategy's Expected Result/Impact: Improved consistency in mathematics instruction, with stronger pacing, rigor of questions and tasks, frequency of practice, and depth of student thinking, as evidenced through LIFT walkthroughs and increased mathematics Meets-level performance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches

Problem Statements: Student Learning 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

Protect and Accelerate Reading Growth

Strategy's Expected Result/Impact: Improved reading growth across tested grades, with more students meeting or exceeding individual growth expectations and stronger performance on priority reading standards, as evidenced by bi-weekly assessments, benchmark data, and Domain 3 growth results.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches

Problem Statements: Student Learning 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 3

Strengthen Science and Social Studies Achievement

Strategy's Expected Result/Impact: Improved science and social studies achievement, with stronger mastery of highly assessed TEKS and increased performance on bi-weekly, benchmark, and state assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches

Problem Statements: Student Learning 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although Jubilee Leadership Academy demonstrated substantial overall improvement in 2025-2026, student performance at the Meets and Masters levels remains inconsistent across grade levels and content areas. The greatest areas of concern include fourth-grade RLA, sixth- and seventh-grade Mathematics, and eighth-grade RLA.	Standards-aligned Tier 1 instruction, lesson internalization, collaborative planning, data analysis, and targeted intervention practices are not implemented with consistent depth and fidelity across all grade levels and content areas. This inconsistency results in varying levels of instructional rigor, differentiation, and responsiveness to identified student needs.

Goal 3

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

Performance Objective 1

Jubilee Leadership Academy will provide access to programming that builds college awareness, exploration, and career awareness.

Evaluation Data Source: Sign in Sheets, Agendas

Strategy 1

Students will be provided with access to career fairs, college information sessions, and career exploration programming.

Strategy's Expected Result/Impact: JLA will build early awareness of career and college readiness.

Staff Responsible for Monitoring: Gear Up Coordinator, Counselor

Problem Statements: Perceptions 1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The school is facing a challenge in providing sufficient opportunities for parent involvement, which is critical for fostering strong partnerships between families and the school community.	Feedback from the family perceptions survey indicates a recurring theme where despite efforts to engage parents, many feel that they are not adequately informed or included in decision-making processes, leading to a lack of meaningful participation. This gap hinders the school's ability to create a collaborative environment that supports student success, as research consistently shows that active

Goal 4

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

Performance Objective 1 ☑ High Priority

Jubilee Leadership will retain 95% of our BOY enrollment by the end of the 26-27 school year

Evaluation Data Source: PEIMS Data

Strategy 1

Identify and monitor at-risk students monthly using attendance, behavior, and academic data; assign staff leads to conduct regular family check-ins and provide targeted support to ensure students remain enrolled and engaged throughout the school year.

Engaging community events: Build strong family-school connections that support retention.

Strategy's Expected Result/Impact: JLA will retain 90% of our BOY enrollment by the end of the 26-27 school year

Staff Responsible for Monitoring: Dean of Culture, Registrar, and Grade Level Leads

Problem Statements: Perceptions 1

TEA Priorities: Improve low-performing schools

Formative Reviews

November	January	March	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The school is facing a challenge in providing sufficient opportunities for parent involvement, which is critical for fostering strong partnerships between families and the school community.	Feedback from the family perceptions survey indicates a recurring theme where despite efforts to engage parents, many feel that they are not adequately informed or included in decision-making processes, leading to a lack of meaningful participation. This gap hinders the school's ability to create a collaborative environment that supports student success, as research consistently shows that active

Performance Objective 2 ☑ High Priority

JLA will achieve 95% ADA by the end of the 26-27 school year

Evaluation Data Source: PEIMS Data

Strategy 1

Implement a daily attendance tracking system with same-day parent follow-ups for absences, weekly attendance incentives by homeroom, and monthly recognitions for perfect attendance to promote and sustain a 95% ADA rate.

Attendance incentives and follow-ups: Motivate daily attendance and address chronic absences with targeted outreach.

Strategy's Expected Result/Impact: JLA will achieve 95% ADA by the end of the 26-27 school year

Staff Responsible for Monitoring: Registrar, Dean of Culture, Teachers, Counselor

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

Formative Reviews

November	January	March	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Jubilee Leadership Academy's Average Daily Attendance remains below the campus goal of 95%, resulting in lost instructional time and negatively impacting student achievement and campus funding.	Chronic absenteeism among a small group of students, limited family awareness of the impact of attendance on academic success, and transportation, health, and family-related barriers have contributed to inconsistent student attendance.

Funding Summary

Funding Summary

FSP 420-PIC 11 Regular Allotment

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

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

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

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

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

FSP 420-PIC 23 State Special Education (SpEd)

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

FSP 420-PIC 25 State Bilingual/ESL

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

FSP 420-PIC 30 State Comp Ed (SCE)

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

FSP 420-PIC 36 Early Education

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

FSP 420-PIC 37 Dyslexia

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$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	2	3	Lead Teacher Stipends	--	$2,500.00
				Sub-Total	$2,500.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$2,500.00**

240 - Food & Nutrition

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

274-GEAR UP

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

What is a Family-School Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students, and teachers develop together.

It explains how parents and teachers will work together to make sure all our students reach grade-level standards.

Jointly Developed

The parents, students and staff of Jubilee Leadership developed this School-Parent Compact for Achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the compact and make changes based on student needs.

Parents are welcome to contribute as parent volunteers.

Activities to Build Partnerships

Our school holds various events in which parents are highly encouraged to participate. Parents may also collaborate in their child's activities.

Communication about Student Learning

Teachers communicate what we are learning through weekly newsletters.

We communicate student grades through progress reports every three weeks and report cards every six weeks.

Whenever necessary and possible teachers and parents may have parent conferences to communicate progress or concerns.

Jubilee Leadership Academy
Brownsville, TX 78521
(956) 641-4250

Principal:
Daisy Martinez
daisy.martinez@jubileeacademic.org

SCHOOL YEAR
2026-2027

PRE-K

Our Goals for Student Achievement

District Goals:

Goal 1: Jubilee Academies will recruit, provide support, and retain effective teachers and leaders to support the diversity of enrollment growth among all stakeholders.
Goal 2: Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that increases academic achievement and provides a multi-tiered system of support.
Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

School Goals:

Offer and maintain a positive learning environment.

Offer quality instructional time.

Respect students always.

Maximize the students learning.

Support students on their needs.

Required volunteer 10 hrs per family and or donate supplies that teacher/students may need.

Teachers, Parents, Students – Together for Success

In The Classroom

Provide high quality and relevant curriculum.

Provide high quality and effective instruction.

Provide a supportive and effective learning environment.

Treat each student with dignity and respect.

At Home

Make sure their children come to school on time and remain until dismissal.

Make sure that the homework is completed and signed.

Attend a parent-teacher conference, Parent/Principal Social, and/or PTO/Parents Meetings, as needed.

Request a parent-teacher conference in order to communicate any problems.

Participate in educational decisions of the child when possible such as PTO elections, PTO meetings, and school related meetings and surveys.

Parents shall volunteer 10 hours per family or donate supplies students might need.

Students

Play and work cooperatively with others.

Follow school/classroom rules and routines.

Listen to and follow directions.

Seek help when appropriate.

Solve problems with peers independently.

Listen; actively participate in small/large groups.

Work independently and use time wisely

What is a Family-School Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students, and teachers develop together.

It explains how parents and teachers will work together to make sure all our students reach grade-level standards.

Jointly Developed

The parents, students and staff of Jubilee Leadership developed this School-Parent Compact for Achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the compact and make changes based on student needs.

Parents are welcome to contribute as parent volunteers.

Activities to Build Partnerships

Our school holds various events in which parents are highly encouraged to participate. Parents may also collaborate in their child's activities.

Communication about Student Learning

- Teachers communicate what we are learning through weekly newsletters.
- We communicate student grades through progress reports every three weeks and report cards every six weeks.
- Whenever necessary and possible teachers and parents may have parent conferences to communicate progress or concerns.

Jubilee Leadership Academy
Brownsville, TX 78521
(956) 641-4250

Principal:
Daisy Martinez
daisy.martinez@jubileeacademic.org

SCHOOL YEAR
2026-2027
Kinder

Our Goals for Student Achievement

District Goals:

Goal 1: Jubilee Academies will recruit, provide support, and retain effective teachers and leaders to support the diversity of enrollment growth among all stakeholders.
Goal 2: Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that increases academic achievement and provides a multi-tiered system of support.
Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

School Goals:

Offer and maintain a positive learning environment.

Offer quality instructional time.

Respect students always.

Maximize the students learning.

Support students on their needs.

Required volunteer 10 hrs per family and or donate supplies that teacher/students may need.

Teachers, Parents, Students – Together for Success

In The Classroom

- Provide high quality and relevant curriculum.
- Provide high quality and effective instruction.
- Provide a supportive and effective learning environment.
- Treat each student with dignity and respect.

At Home

- Make sure their children come to school on time and remain until dismissal.
- Make sure that the homework is completed and signed.
- Attend a parent-teacher conference, Parent/Principal Social, and/or PTO/Parents Meetings, as needed.
- Request a parent-teacher conference in order to communicate any problems.
- Participate in educational decisions of the child when possible such as PTO elections, PTO meetings, and school related meetings and surveys.
- Parents shall volunteer 10 hours per family or donate supplies students might need.

Students

Work cooperatively with others.

Follow school/classroom rules and routines.

Listen to and follow directions.

Seek help when appropriate.

Solve problems with peers independently.

Listen; actively participate in small/large groups.

Work independently and use time wisely

What is a Family-School Compact?

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

Effective compacts:
-Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality instruction
-Share strategies parents can use at home
-Explain how teachers and parents will communicate about student progress
-Describe opportunities for parents to volunteer, observe, and participate in the classroom.

Jointly Developed

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

Parents are welcome to contribute as parent volunteers.

Activities to Build Partnerships

Determined Destiny values Nights and Workshops.
Attend PTO meetings
Parent-teacher conferences
Enjoy READING TIME with your child.
Required volunteer 10 hrs. per family and or donate supplies that teacher/students may need.

If you would like to volunteer and/or participate you would need a background check which may take about a week to process. Please contact the front office.

Communication about Student Learning

Jubilee Leadership is committed to frequent two-way communication with families about children's learning.

We communicate student grades through progress reports every three weeks and report cards every six weeks.

Whenever necessary and possible teachers and parents may have parent conferences to communicate progress or concerns.

Parent emails/Parent Square messages.

Jubilee Leadership Academy
Brownsville,TX 78521
(956) 641-4250

Principal:
Daisy Martinez
daisy.martinez@jubileeacademic.org

SCHOOL YEAR
2026-2027
First Grade

Our Goals for Student Achievement

District Goals:

Goal 1: Jubilee Academies will recruit, provide support, and retain effective teachers and leaders to support the diversity of enrollment growth among all stakeholders.
Goal 2: Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that increases academic achievement and provides a multi-tiered system of support.
Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

School Goals:

Offer and maintain a positive learning environment.

Offer quality instructional time.

Respect students always.

Maximize the students learning.

Support students on their needs.

Required volunteer 10 hrs per family and or donate supplies that teacher/students may need.

Teachers, Parents, Students – Together for Success

In the Classroom

The first grade team will work with students and their families to support students' success in the STAAR for all core subjects. Some of our key connections with families will be:

Provide high quality and relevant curriculum.

Provide high quality and effective instructions.

Provide a supportive and effective learning environment.

Treat each student with dignity and respect

At Home

Jubilee Leadership parents joined staff to develop ideas about how families can support students' success in core subjects. Some of our key at-home activities will be:

Monitor attendance by making sure their children come to school or log into virtual classes on time and remain in the sessions or school until dismissed.

Make sure that the homework is completed.

Attendance a parent-teacher conference, Parent/Principal Social, and/or PTO/Parents Meetings.

Communicate with the teacher if any problems are observed.

Required volunteer 10 hrs per family.

Review and follow the rules and regulations of JLA Parent Handbook.

Students

Jubilee Leadership students joined staff and parents to develop ideas about how they can succeed in school and reach for the TEKS core subjects. Students thought of the following ideas to make connections between learning at home and school:

Respect teachers, staff, and other students and follow all cover values.
Try their best and become lifelong learners.
Use self-control in all situations.
Take pride in their schools, class work and that they do.
Communicate their needs to their teacher and other staff.

What is a Family-School Compact?

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

Effective compacts:
-Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality instruction
-Share strategies parents can use at home
-Explain how teachers and parents will communicate about student progress
-Describe opportunities for parents to volunteer, observe, and participate in the classroom.

Jointly Developed

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

Parents are welcome to contribute as parent volunteers.

Activities to Build Partnerships

- Determined Destiny values Nights and Workshops.
- Attend PTO meetings
- Parent-teacher conferences
- Enjoy READING TIME with your child.
- Required volunteer 10 hrs. per family and or donate supplies that teacher/students may need.

If you would like to volunteer and/or participate you would need a background check which may take about a week to process. Please contact the front office.

Communication about Student Learning

Jubilee Leadership is committed to frequent two-way communication with families about children's learning.
Some of the ways you can expect us to reach you are:
Weekly Newsletter / Homework Chart
Office Hours available during the day.
Updates on the school Web site
Parent Conferences as needed on understanding student progress
Beginning, middle and end Istation progress.
E-mail addresses can be found on the newsletter.

Jubilee Leadership Academy
Brownsville,TX 78521
(956) 641-4250

Principal:
Daisy Martinez
daisy.martinez@jubileeacademic.org

SCHOOL YEAR
2026-2027

Second Grade

Our Goals for Student Achievement

District Goals:

Goal 1: Jubilee Academies will recruit, provide support, and retain effective teachers and leaders to support the diversity of enrollment growth among all stakeholders.
Goal 2: Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that increases academic achievement and provides a multi-tiered system of support.
Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

School Goals:

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

Teachers, Parents, Students – Together for Success

In the Classroom

The 2nd grade team will work with students and their families to support students' success in the STAAR for all core subjects. Some of our key connections with families will be:

- Provide high quality and relevant curriculum.
- Provide high quality and effective instructions.
- Provide a supportive and effective learning environment.
- Treat each student with dignity and respect

At Home

Jubilee Leadership parents joined staff to develop ideas about how families can support students' success in core subjects. Some of our key at-home activities will be:

- Monitor attendance by making sure their children come to school or log into virtual classes on time and remain in the sessions or school until dismissed.
- Make sure that the homework is completed.
- Attendance a parent-teacher conference, Parent/Principal Social, and/or PTO/Parents Meetings.
- Communicate with the teacher if any problems are observed.
- Required volunteer 10 hrs per family.
- Review and follow the rules and regulations of JLA Parent Handbook.

Students

Jubilee Leadership students joined staff and parents to develop ideas about how they can succeed in school and reach for the TEKS core subjects. Students thought of the following ideas to make connections between learning at home and school:

Respect teachers, staff, and other students and follow all cover values.
Try their best and become lifelong learners.
Use self-control in all situations.
Take pride in their schools, class work and that they do.
Communicate their needs to their teacher and other staff.

What is a Family-School Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students, and teachers develop together.

It explains how parents and teachers will work together to make sure all our students reach grade-level standards.

Jointly Developed

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

Parents are welcome to contribute as parent volunteers.

Activities to Build Partnerships

We will synergize during school events.

School will provide DDV seminars.

Parent/Teacher Conferences

Academic Activities shared by Parent Liaison & Classroom Teachers.

Communication about Student Learning

Teacher/Parent communication will be conducted via email.

Teacher/Parent conferences need to be requested and will be scheduled during 3rd grade planning time.

Live office hours (Mon-Fri 8:00am – 4:00pm)

Class Dojo

Teacher Website

Jubilee Leadership Academy
Brownsville,Tx 78526
(956) 641-4250

Principal:
Daisy Martinez
daisy.martinez@jubileeacademic.org

SCHOOL YEAR
2026-2027
Third Grade

Our Goals for Student Achievement

District Goals:

Goal 1: Jubilee Academies will recruit, provide support, and retain effective teachers and leaders to support the diversity of enrollment growth among all stakeholders.
Goal 2: Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that increases academic achievement and provides a multi-tiered system of support.
Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

School Goals:

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

Teachers, Parents, Students – Together for Success

Academic Learning

Provide high quality and relevant curriculum.

Provide high quality and effective instructions.

Provide a supportive and effective learning environment.

Treat each student with dignity and respect.

All virtual lessons will be recorded and posted on our Google Classroom for a synchronize learning.

At Home

Make sure their children log in to virtual meets on time.

Make sure assignments are completed on a daily basis, before 11:00pm

Attend parent-teacher conferences and Live Q&A meetings.

Communicate with the teacher if needed.

Participate in educational decisions of the child when possible such as PTO elections, PTO meetings, and/or school related meetings and surveys.

Review and follow the rules and regulations of Jubilee Leadership Parent Handbook.

Parents will be held responsible to oversee their child's learning via weekly newsletter, Google classroom, and teacher website.

Students

Respect teachers, staff, and other students and follow all cover values.

Try their best and become lifelong learners.

Use self-control in all situations.

Take pride in their schools, class work and that they do.

Communicate their needs to their teacher and other staff.

Students shall be held responsible for all assignments, learning, belongings, and behavior.

What is a Family-School Compact?

A Family- School Compact is an agreement among parents, students, and teachers that establishes the guidelines they all need to comply throughout whole school year.

It is a compromise to maintain a collaborative work for the main benefit of students. Working together will maximize the grade level expectations and will lead to highest standards of learning.

Jointly Developed

The parents, students and staff of Jubilee Leadership developed this School-Parent Compact for Achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the compact and make changes based on student needs.

Parents are welcome to contribute as parent volunteer.

Activities to Build Partnerships

Determined Destiny Values Nights
Title I Meetings
PTO Meetings
Parent-Teacher Conferences
Harvest Festival
Determined Destiny Values Workshops

Communication about Student Learning

Teachers and parents will maintain open communication about student progress and participate, as appropriate, in educational decisions.

Teachers will communicate, periodically, with parents about student progress.

Parent-teacher conferences will be held throughout the school year.

Jubilee Leadership Academy
Brownsville,TX 78521
(956) 641-4250

Principal:
Daisy Martinez
daisy.martinez@jubileeacademic.org

SCHOOL YEAR
2026-2027
Fourth Grade

Our Goals for Student Achievement

District Goals:

Goal 1: Jubilee Academies will recruit, provide support, and retain effective teachers and leaders to support the diversity of enrollment growth among all stakeholders.
Goal 2: Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that increases academic achievement and provides a multi-tiered system of support.
Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

School Goals:

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

Teachers, Parents, Students – Together for Success

In the Classroom

Teachers will provide high quality and relevant curriculum and instruction.

Teachers will provide a supportive and effective learning environment.

Teachers will treat students with dignity and respect.

Teachers will provide families with strategies to assist understanding of the concepts.

Provide families with a weekly newsletter, homework chart, and a behavior chart.

At Home

Jubilee Leadership parents joined staff to develop ideas about how families can support students' success in core subjects. Some of our key at-home activities will be:

- Monitor attendance by making sure their children come to school or log into virtual classes on time and remain in the sessions or school until dismissed.
- Make sure that the homework is completed.
- Attendance a parent-teacher conference, Parent/Principal Social, and/or PTO/Parents Meetings.
- Communicate with the teacher if any problems are observed.
- Required volunteer 10 hrs per family.
- Review and follow the rules and regulations of JLA Parent Handbook.

Students

- Share the responsibility to improve their academic achievement and meet the state's high standards.
- Respect teachers, staff, and other students. Follow all Determined Destiny values and take pride in their school.
- Do their daily assignments, including homework, and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Share with their parents or guardians all notices and information received from the school.
- Review and follow the rules and regulations of Jubilee Leadership Student Handbook.

What is a Family-School Compact?

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

Effective compacts:

- Link to goals of the school improvement plan
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality instruction
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom

Jointly Developed

The parents, students and staff of Jubilee Leadership developed this School-Parent Compact for Achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the Compact and make changes based on student needs. Parents can contribute comments at any time.

Building Partnerships

If you would like to volunteer and/or participate, please contact: The front office..

Activities to Build Partnerships

- Determined Destiny values Nights and Workshops.
- Attend PTO meetings
- Parent-teacher conferences
- Enjoy READING TIME with your child.
- Required volunteer 10 hrs. per family and or donate supplies that teacher/students may need.

If you would like to volunteer and/or participate you would need a background check which may take about a week to process. Please contact the front office.

Communication about Student Learning

Jubilee Leadership is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- Weekly Progress reports
- Weekly Newsletters
- Updates on the school Website and current grades in the Parent Portal
- Parent-teacher conferences as needed to understand student progress as well as live Q&As

Do you have questions about your child's progress? Contact your child's teacher by email. E-mail addresses are on the school Website.

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(956) 641-4250

Principal:
Daisy Martinez
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SCHOOL YEAR
2026-2027

Fifth Grade

Our Goals for Student Achievement

Teachers, Parents, Students – Together for Success

District Goals:

Goal 1: Jubilee Academies will recruit, provide support, and retain effective teachers and leaders to support the diversity of enrollment growth among all stakeholders.
Goal 2: Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that increases academic achievement and provides a multi-tiered system of support.
Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

School Goals:

- Offer and maintain a positive learning environment.
- Offer quality instructional time.
- Respect students always.
- Maximize the students learning.
- Support students on their needs.
- Required volunteer 10 hrs per family

In Our 5th grade Classroom

The 5th grade team will work with students and their families to support students' success in the STAAR for Reading and Math.

Some of our key connections with families will be:
Develop learning goals with the students in a leadership notebook and send home materials to help parents support the learning goals at home.

Focus on strengthening students' ability to make text-to-self, text-to-text and text-to-real world connections and personal experiences within various types of reading.

Develop goals with students that focus on increasing their skill in multiplication fluency and division proficiency.

Share samples of problem-solving techniques with tips to identify key words and phrases that help students choose the correct operation for solving a variety of math problems

At Home

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

Some of our key at-home activities will be:
Use the weekly folder to discuss student's learning goals and use the teacher's materials to support student's learning at home.

Read with my child every day and talk about how the story connects with things that he or she has experienced. Practice new ways to support my child as a reader.

Use the math goals and related games or strategies the teacher sends home to improve my child's skill in multiplication fluency and division proficiency.

What is a Family-School Compact?

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

Effective compacts:
-Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality instruction
-Share strategies parents can use at home
-Explain how teachers and parents will communicate about student progress
-Describe opportunities for parents to volunteer, observe, and participate in the classroom.

Jointly Developed

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

Parents are welcome to contribute as parent volunteers.

Activities to Build Partnerships

- Determined Destiny values Nights and Workshops.
- Attend PTO meetings
- Parent-teacher conferences
- Enjoy READING TIME with your child.
- Required volunteer 10 hrs. per family and or donate supplies that teacher/students may need.

If you would like to volunteer and/or participate you would need a background check which may take about a week to process. Please contact the front office.

Communication about Student Learning

Jubilee Leadership is committed to frequent two-way communication with families about children's learning.

- We communicate student grades through progress reports every three weeks and report cards every six weeks.
- Whenever necessary and possible teachers and parents may have parent conferences to communicate progress or concerns.
- Parent emails/Parent Square messages.

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SCHOOL YEAR
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Middle School

Our Goals for Student Achievement

District Goals:

Goal 1: Jubilee Academies will recruit, provide support, and retain effective teachers and leaders to support the diversity of enrollment growth among all stakeholders.
Goal 2: Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that increases academic achievement and provides a multi-tiered system of support.
Goal 3: Jubilee Academies will create a district-wide continuous improvement plan to include processes and procedures to strengthen both instructional and operational alignment of programs that include implementation and monitoring.

School Goals:

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

Teachers, Parents, Students – Together for Success

In the Classroom

The middle school team will work with students and their families to support students' success in the STAAR for all core subjects. Some of our key connections with families will be:

- Provide high quality and relevant curriculum.
- Provide high quality and effective instructions.
- Provide a supportive and effective learning environment.
- Treat each student with dignity and respect

At Home

Jubilee Leadership parents joined staff to develop ideas about how families can support students' success in core subjects. Some of our key at-home activities will be:

- Monitor attendance by making sure their children come to school or log into virtual classes on time and remain in the sessions or school until dismissed.
- Make sure that the homework is completed.
- Attendance a parent-teacher conference, Parent/Principal Social, and/or PTO/Parents Meetings.
- Communicate with the teacher if any problems are observed.
- Required volunteer 10 hrs per family.
- Review and follow the rules and regulations of JLA Parent Handbook.

Students

Jubilee Leadership students joined staff and parents to develop ideas about how they can succeed in school and reach for the TEKS core subjects. Students thought of the following ideas to make connections between learning at home and school:

- Respect teachers, staff, and other students and follow all cover values.
- Try their best and become lifelong learners.
- Use self-control in all situations.
- Take pride in their schools, class work and that they do.
- Communicate their needs to their teacher and other staff.

Jubilee Leadership Academy Family Engagement Policy

Purpose
The purpose of this Family Engagement Policy is to foster a collaborative partnership between Jubilee Leadership Academy and families to enhance the educational experience and overall well-being of our students. We believe that engaged families are vital to student success and school improvement.

Vision
At Jubilee Leadership Academy, we envision a community where families and educators work together to support students' academic, social, and emotional development, creating a nurturing environment that empowers every child to reach their full potential.

Goals
1. **Enhance Communication**: Establish clear, ongoing communication between families and the school regarding academic progress, events, and resources.
2. **Promote Involvement**: Encourage family participation in school activities, decision-making processes, and volunteer opportunities.
3. **Support Student Learning**: Provide resources and strategies for families to support their children's learning at home and in the community.
4. **Build Relationships**: Foster strong, respectful relationships among families, educators, and the broader community.

Strategies for Engagement
1. Open Communication
- Regular newsletters, emails, and announcements will be shared to keep families informed.
- A family portal will be available for access to student progress, school news, and resources.

2. Family Participation
- Host family events, such as curriculum nights, workshops, and community service projects.
- Create volunteer opportunities that allow families to contribute to school activities and initiatives.
- Provide flexible number of meetings in the morning and afternoon to maximize attendance.

3. Resources and Support
- Offer workshops and resources that equip families with tools to support their children's education, including topics like homework help, social-emotional learning, and digital literacy.
- Provide access to community resources and support services for families in need.

4. Feedback and Collaboration



- Conduct regular surveys and focus groups to gather family input on school policies, programs, and initiatives.
- Involve families in decision-making processes through representation on school committees and advisory boards.

5. Celebrate Diversity

- Recognize and celebrate the diverse backgrounds of our families through cultural events and inclusive practices.
- Provide translation services and materials in multiple languages to ensure all families can engage meaningfully.

Implementation

- This policy will be reviewed annually to assess effectiveness and make necessary adjustments.
- A designated Family Engagement Coordinator will oversee the implementation of this policy and act as a liaison between families and the school.

Conclusion

Jubilee Leadership Academy is committed to building a strong partnership with families to create a supportive and enriching environment for our students. By working together, we can enhance student success and foster a thriving school community.

This policy serves as a framework for our commitment to family engagement, and we look forward to collaborating with our families to achieve our shared goals.