Jubilee Academies

Jubilee Livingway

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Here at Jubilee-Livingway, our children begin their search of knowledge in a nurturing family environment. Our school and families work in harmony to provide a safe, supportive, and challenging learning experience. Together with our families, teachers and community members, Jubilee Livingway provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life...to create the future. Our premier educational team enthusiastically embraces innovative teaching methods and high standards of performance. Our school is the central point of learning. Engaging our students through meaningful learning experiences, the world is truly our classroom. Our school district and community are committed to high expectations and high standards. We proactively work together to provide skills, knowledge and resources thus ensuring a fully supportive environment for excellence in education for all stakeholders.

Jubilee Livingway is a Pre-Kinder - 5th Grade Campus that serves 317 total students for the 2026-2027 Academic School Year

Student Total:

Pre-Kinder-51

Kinder-46

1st Grade-56

2nd Grade- 59

3rd Grade-55

4th- 58

5th- 60

Ethnicity:

Hispanic/Latino-317

Race:

American Indian/Alaskan Native-16

White-299

Black /African American -1

Asian - 1

Student Programs:

Dyslexia-18

Gifted and Talented- 22

Section 504-

Special Education- 7

Emergent Bilingual-226

Bilingual-

Title 1 Part A:

School Wide Program-

Student Indicators:

At Risk-166

Economic Disadvantage:

Economic Disadvantage Total-

Homeless and Unaccompanied Youth:

Homeless Status Total-0

Staff Information:

Administrative Support-20

Teacher-18

Educational Aide-8

Jubilee Livingway enrollment numbers have been Increasing for the past 1 to 3 years. The mobility rate is at a minimum with at least 95% student retention.

Jubilee Livingway attendance rate has fluctuated over the last 1 to 3 years between 93 to 96 percentile.

Most jubilee Livingway families appreciate the small campus size culture and class ratio.

The student turn over is minimum. The main reasons for students transferring to other schools are: transportation issues or change of residence.

Most of Jubilee Livingway students transfer into another Jubilee District Campus for secondary.

Strengths

Jubilee Livingway uses the Determined Destiny's Culture to foster and maintain a culture of leadership and self accountability. The discipline referrals are maintained at 20 this school year.

90% of the teachers are bilingually certified.

100% of paraprofessionals have at least 48 credit college hours.

Jubilee Livingway's teachers and paraprofessionals retention rate is approximately 90%.

100% of Jubilee Livingway teachers and paraprofessionals are offered professional developments by the district and/or different region centers.

The most effective teachers are assigned as lead teachers by content, subject, or grade level areas.

The average class ratio is 18:1 approximately.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	84% of Jubilee Livingway students are considered at-risk.	JLW students are considered to have a language barrier
2 ★	75% of Jubilee Livingway's Economically disadvantaged met minimum standards on some areas of the STAAR Assessment.	JLW's Economically Disadvantaged students do not have access to extended academic supports outside of school.
3 ★	0% of Jubilee Livingway SPED students achieved "meets or mastered" status on the STAAR assessment.	JLW's has had an increase in students that are in the resource program.

★ = Priority

Student Learning

Summary

Jubilee Livingway had a change of resource in the curriculum to align with the states redesign of the STAAR exam. The following are the results of the 2026-2027 STAAR State Exam.
After working with the new resources and our students having 1 year of the STAAR redesign, this year our focus was Short constructive response and Extended Constructive Response in reading and strategic activities for interventions and small groups.

STAAR Results:

Reading (3rd-5th Grade): Our students achieved an average score of 81% on the reading STAAR exam. This demonstrates their dedication and hard work in mastering reading skills throughout the year.

Math (3rd-5th Grade): In math, our students earned an average score of 87% on the STAAR exam. This reflects their commitment to understanding mathematical concepts and problem-solving strategies.

Science (5th Grade): For the 5th-grade Science STAAR exam, our students attained a passing average of 78%. While there is room for improvement, we recognize the efforts of our students and educators in tackling this challenging subject.

Curriculum Changes and Implementation:

This was the 3rd year of the implementation of the high quality instructional material for math and reading that is align with the STAAR redesign:

Reading resource: The resource was implemented to enhance our reading instruction and align with the new STAAR reading standards. Despite the adjustment to a new resource, our students have demonstrated resilience and adaptability in their learning.

Math resource: The resource for Math was adopted to provide a comprehensive and rigorous math curriculum that aligns with state standards. The positive math STAAR results reflect our students' ability to adapt to this new curriculum and excel in their mathematical studies.

Moving forward, we are committed to building upon these achievements and working collaboratively to further enhance our students' academic growth and achievement in all subject areas.

This section gives a high level overview of campus performance by grade level/subject area. Use STAAR performance data (TAPR or accountability tables) from the last three years to complete this section.

Grade level	Subject tested	**% at Meets** Grade Level		
		2024	**2025**	**2026**
3rd	Reading/RLA	47	59	65
3rd	Math	36	57	65
4th	Reading/RLA	44	53	68
4th	Math	42	66	81
5th	Reading/RLA	63	54	70
5th	Math	64	55	83
5th	Science	29	22	55

STAAR Data Analysis – 2023-2024

RLA -All Grades

81% of all students approached RLA STAAR

67% of all students met/mastered RLA STAAR

39% of all students mastered RLA STAAR

Math – All grades

87% of all students approached Math STAAR

75% of all students met/mastered Math STAAR

47% of all students mastered Math STAAR

Science-5th Grade

78% of all students approached STAAR

55% of all students met/mastered STAAR

18% of all students mastered STAAR

Recommendations:

- In campus benchmark/data test for grades 2nd and 3rd based on grade level ELAR TEKS with the focus in writing.
- PD writing strategies

Strengths

Jubilee Livingway was recognized with the following:

2020 Not Tested

2021 Not Rated. If Rated-"F"

2022 "A" Campus by the Texas Education Agency: School Progress "A", Closing the Gaps "B"

2023 "B" Campus by the Texas Education Agency 86% Overall

2024 "B" Campus by the Texas Education Agency 83% Overall

2025 "A" Campus by the Texas Education Agency : School Progress "A", Closing the Gaps "B"

2026 " A" Campus by the Texas Education Agency : Student Achievement "A", School Progress "A", Closing the Gaps "A"

Our teachers have consistently followed and implemented high-quality instructional materials with fidelity in both math and reading. To ensure all students succeed, interventions are conducted at the end of each block for students who did not master the daily objective.

In addition, teachers are committed to analyzing exit tickets and participate in weekly data meetings with administration to review student progress and adjust instruction as needed. This approach helps us meet the needs of every student and drive continuous improvement in learning outcomes.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	A high percentage of students are reading at below grade level in the beginning of the year fluency test.	JLW students need to attend school daily to learn reading skills to close achievement gaps.
2	56% of Jubilee Livingway 1st-2nd grade students achieved below grade level expectations in both Reading and Math EOY Mclass assessment.	JLW teachers need to implement small group differentiated instruction consistently during the intervention block. .
3 ★	A high percentage of Jubilee Livingway students in grades 3rd-5th achieved minimum/below grade level expectations on the Writing part of the RLA state assessment.	A high percentage of students perform low in short and extended constructed response skills.
4 ★	45% of Jubilee Livingway students in 3rd-5th grade met or mastered Math STAAR.	JLW students goals should be at meets and above.

★ = Priority

School Processes & Programs

Summary

92% of Jubilee Livingway Teachers are certified by the State of Texas.

88% of Jubilee Livingway Teachers are bilingually certified.

100% of Jubilee Livingway Paraprofessionals have at least 48 college/credit hours.

Jubilee Livingway follows the staff recruitment process established by the school district. The district's human department clears candidates before they may be interviewed and recommended for hire.

Jubilee Livingway has a Campus Leadership Team committee that meets at least every six weeks to perform data analysis on the campus and plan for instructional practices, as well as , make budget and other desicions such as Language Proficiency Assessment Committee recommendations, goal setting, PD requirements, student interventions, and events scheduling.

Jubilee Livingway offers different instructional support interventions through bilingual tutorials, regular tutorials, ResponseTo Intervention, content based interventionists, bilingual interventionist, SPED teacher and aide, Dyslexia Teacher and Gifted and Talented teacher.

Jubilee Livingway schedules Annual Review Dismissal meetings for students in special education, Evaluation recommendations, ResponseTo Intervention Tiers review and follow ups, and extraordinary meetings as required.

Strengths

Jubilee Livingway's hiring processes have contributed to a high staff retention rate. Teachers are provided weekly professional development opportunities to collaborate with campus and district teachers of the same grade level and core subject content areas. Additionally, support also includes professional development for teachers who provide instructional support to meet the needs of all learners, such as Bilingual, Gifted and Talented, section 504, Response to Interventions Needs, House Bill 1416, Special Education, At-Risk, Economically Disadvantaged, and Homeless and Unaccompanied Youth.

New teachers are supported both at campus and district level. At a district level, New Teacher Orientation is conducted to introduce teachers new to the district and campus level expectations. Additionally, teachers are supported through a Mentorship Program to provide support of best teacher practices. Grade Level Leaders are also a source of support for new or struggling teachers to collaborate with the grade level needs on an ongoing basis. Teachers are supported with content and instructional needs from professional developments, Instructional Coaches and District Coach On-Boarding.

Activities that are conducted throughout the year are supported through the collaboration of campus community stakeholders and major community employers. Inclusion consists of parents, students, teachers, administration, and community stakeholders. The activities are driven by parent and community engagement for student enrichment opportunities.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Achievement gaps exist for teachers in the area of content concepts	JLW's teachers average 2-5 years of experience.
2	Some Jubilee teachers are not bilingually certified.	Teachers have not been able to pass the BTLPT.
3 ★	JLW teachers need support on instructional strategies and delivery of differentiated instruction based on language acquisition and Tiers.	JLW's needs instructional support on bilingual educational and continuous Professional Development for 1st year teachers.

★ = Priority

Perceptions

Summary

An average 95% of our students attend classes on a daily basis. The implementation of the Culture and character development at the campus level has reduced behavior incidents and maintained office referrals to a minimum. Jubilee Livingway offers discipline intervention plans that allows students to self regulate and make better choices for themselves (Jubilee Lvingway Code of Conduct and Behavior Intervention Plans). Jubilee Livingway is striving to a "Bully Free" school. Jubilee Livingway follows a discipline district plan and code of conduct. Jubilee Livingway offers a safe, family oriented, and welcoming environment to parents, families, students, and staff.

100% of Jubilee Livingway students have access to Chromebooks to complete different tasks required both by the state and the district. Students have access to different internet platforms.

Jubilee Livingway conducts monthly fire drills both obstructed and unobstructed and shelter in place drills in preparation for school emergencies. Teachers and staff receive training to address emergencies in the best way possible, such as suicidal protocols, hot-line response, Child Protective Services reporting, emergency procedures, bleed kits, medication administration, diabetes, CPI and CPR amongst others.

Parents and community members are encourage to participate in school surveys, parent engagement activities and school improvement initiatives.

Strengths

Jubilee Livingway offers discipline plans that allows students to self regulate and make better choices for themselves (Jubilee Livingway Code of Conduct and Behavior Intervention Plan). Jubilee Livingway teacher retention is at the 100 percentile. Jubilee Livingway has a campus leadership team that meets at least once a month on decision making of important issues that effect the campus especially accountability.

Every year during the month of October, Jubilee Livingway celebrates "Bullying Prevention Month". Different Presentations are scheduled in partnership with different community agencies/organizations to create awareness.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	JLW has maintained a 93% daily attendance. Attendance has been lower than previous years. Goal is to be at 97%	Covid, sickness , and truancy have played a significant part this school year.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	75% of Jubilee Livingway's Economically disadvantaged met minimum standards on some areas of the STAAR Assessment.	JLW's Economically Disadvantaged students do not have access to extended academic supports outside of school.
2 ★	0% of Jubilee Livingway SPED students achieved "meets or mastered" status on the STAAR assessment.	JLW's has had an increase in students that are in the resource program.
3 ★	A high percentage of students are reading at below grade level in the beginning of the year fluency test.	JLW students need to attend school daily to learn reading skills to close achievement gaps.
4 ★	A high percentage of Jubilee Livingway students in grades 3rd-5th achieved minimum/below grade level expectations on the Writing part of the RLA state assessment.	A high percentage of students perform low in short and extended constructed response skills.
5 ★	45% of Jubilee Livingway students in 3rd-5th grade met or mastered Math STAAR.	JLW students goals should be at meets and above.
6 ★	Achievement gaps exist for teachers in the area of content concepts	JLW's teachers average 2-5 years of experience.

7 ★	JLW teachers need support on instructional strategies and delivery of differentiated instruction based on language acquisition and Tiers.	JLW's needs instructional support on bilingual educational and continuous Professional Development for 1st year teachers.
8 ★	84% of Jubilee Livingway students are considered at-risk.	JLW students are considered to have a language barrier
9 ★	JLW has maintained a 93% daily attendance. Attendance has been lower than previous years. Goal is to be at 97%	Covid, sickness , and truancy have played a significant part this school year.

★ = Priority

Goals

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

Performance Objective 1 ☑ High Priority

In order to recruit and retain effective teachers and administrators, Jubilee Livingway will participate in different events such as job-fairs and community events and will provide incentives.

Evaluation Data Source: Calendar, sign -in sheets

Strategy 1

100% of Jubilee Livingway personnel will participate in community outreach activities once a month, contract advertisements in local media and social media, and participate in at least two job fairs to announce campus vacancies in efforts to recruit both certified and classified personnel to work at the campus during the 2026 - 2027 school year by Regions and/or the local Universities Job Fairs.

Strategy's Expected Result/Impact: Jubilee Livingway will be able to recruit certified teachers to place on possible vacancies.

Staff Responsible for Monitoring: Principal, Assistant Principal, RGV Outreach Team, District PR Department

Funding Sources: Advertising, printing, promotional items, rental of spaces in fairs or other events. FSP 420-PIC 11 Regular Allotment, $4,000

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

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

Formative Reviews

November	January	March	June

Strategy 2

Jubilee Livingway will provide 100% of the administrators, testing coordinators and teachers with professional development, conferences, instructional coaching/support, and training to effectively perform their duties..

Strategy's Expected Result/Impact: Jubilee Livingway administrators, testing coordinators and teachers will learn from best practices, updated strategies and activities to create a culture of achievement and academic progress.

Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum and Instruction

Funding Sources: Training fees, registration, traveling and materials FSP 420-PIC 99 Undistributed, $6,000

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

Formative Reviews

November	January	March	June

Strategy 3

Jubilee Livingway will provide administrators, teachers, and other staff with professional development opportunities to effectively foster a culture of leadership and academics.

Strategy's Expected Result/Impact: To enhance the knowledge and skills needed to prepare students with the most current strategies and skills

Staff Responsible for Monitoring: Principal, Assistant Principal, Administrative Assistance

Funding Sources: FSP 420-PIC 11 Regular Allotment, $8,000

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

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

Formative Reviews

November	January	March	June

Strategy 4

JLW team members will be provided CPR and First aide training, and medical supplies to have well rounded support system in the event of an emergency. or medical needs for students at JLW

Strategy's Expected Result/Impact: Threat Assessment Team will be certified to support and attend to crises and emergencies.

Staff Responsible for Monitoring: Campus Administration and Campus Health Department

Formative Reviews

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Performance Objective 2 ☑ High Priority

Jubilee Livingway will provide PD and training opportunities for all teachers and staff to enhance their career growth.

Evaluation Data Source: agendas, sign-in sheets, certificates

Strategy 1

Jubilee Livingway Teachers will receive PD and Consultant services on the content areas: Reading, Writing, Math, Social Studies, and Science.

Strategy's Expected Result/Impact: Improvement on instructional delivery

Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum and Instruction

Funding Sources: Professional Development, Consultant Services FSP 420-PIC 11 Regular Allotment, 211-11-6291-00-007-1-30-0-00, $5,000

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

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Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Jubilee Livingway will make teacher substitutes services available for teachers during their absences.

Evaluation Data Source: Substitutes requests

Strategy 1

JLW teachers will be provided a qualified substitute in the event of their absence.

Strategy's Expected Result/Impact: Students and campus will have a substitute that will continue with instruction with little to no barriers.

Staff Responsible for Monitoring: Principals and Administrative assistant

Funding Sources: Substitutes FSP 420-PIC 30 State Comp Ed (SCE), $20,000

Formative Reviews

November January March June

Performance Objective 4 ☑ High Priority

JLW will ensure that the campus is fully staffed in every department.

Evaluation Data Source: Student tracking forms

Strategy 1 ☑ Targeted Support Strategy

JLW will ensure that a Title 1 paraprofessional will target and assist students that are at risk.

Strategy's Expected Result/Impact: Help close student achievement gaps

Staff Responsible for Monitoring: teachers, principal, assistant principal, administrative assistant

Funding Sources: Title 1 paraprofessional 6200, $25,000

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

Formative Reviews

November January March June

Strategy 2

JLW will ensure that a content specialist will support, train, and provide professional development to teachers.

Strategy's Expected Result/Impact: Help close student achievement gap

Staff Responsible for Monitoring: Principal/Assistant Principal

Funding Sources: RLA Content Specialist FSP 420-PIC 30 State Comp Ed (SCE), $60,000, RLA Content Specialist FSP 420-PIC 11 Regular Allotment, $60,000

Formative Reviews

November January March June

Goal 2

Jubilee Livingway will build a strong foundation of academic skills in all content areas and across all departments. "Know every learner. Teach with intention. Intervene with impact."

Performance Objective 1

☑ **High Priority**

Jubilee Livingway will provide 100% of its students, teachers and staff in grades PK - 5th with additional academic support as needed, but not limited to instructional resources and supplies, according to the campus data analysis scoreboard (MAP, STAAR, Benchmarks, TELPAS, CLI, mCLASS).

Evaluation Data Source: Grade Level plan of action, lesson plans, sign-in sheets, Intervention progress monitoring

Strategy 1

Jubilee Livingway will conduct teachers collaboration meetings and data analysis to review student needs, lesson plans,,and make interventions and tutoring recommendations.

Strategy's Expected Result/Impact: JLW's Teachers will share and learn from best practices

Staff Responsible for Monitoring: Principal, Assistant Principal, and CLT

Funding Sources: Substitutes FSP 420-PIC 11 Regular Allotment, $25,000, Office Supplies FSP 420-PIC 11 Regular Allotment, $2,000

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

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

Formative Reviews

November	January	March	June

Performance Objective 2

☑ **High Priority**

Jubilee Livingway students will achieve 85/71/41 on standardized state assessment performance.

Evaluation Data Source: Map Growth Chart, Data Scoreboard, District online platform reports

Strategy 1

Jubilee Livingway will provide 100% of its staff with the necessary instructional resources such as consumable booklets, manipulatives, posters, supplies, carpets for circle time morning routines, necessaries to support instructional delivery and customized instruction.

Strategy's Expected Result/Impact: JLW's Teachers will have the necessary resources to improve instructional delivery

Staff Responsible for Monitoring: Principal, Assistant Principal, content specialists

Funding Sources: Instructional materials, consumable booklets, practice booklets, computer software FSP 420-PIC 11 Regular Allotment, $30,000, Testing Prep Software FSP 420-PIC 30 State Comp Ed (SCE), 420-11-6395-00-007-3-30-0-00, $6,637.65, Laminating Machine 211 - Title I, Part A, $4,000, Carpets/Play Centers FSP 420-PIC 11 Regular Allotment, $3,500

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

Formative Reviews

November	January	March	June

Performance Objective 3 ☑ High Priority

100% of Jubilee Livingway faculty, staff, and students will be provided with instructional technology resources to improve standardized state assessment performance and meet state standards. Each student will have an electronic device and each classroom will have an interactive tv.

Evaluation Data Source: Agendas, Technology Inventory, Distribution list

Strategy 1

JW's teachers and students will be provided with technology equipment and software to assist during instructional delivery and practice to improve student performance. (projector, laptops, Chromebooks, document camera, Ar program, Imagine Math, For-Word, IStation, etc., education galaxy..)

Strategy's Expected Result/Impact: JLW's teachers will be able to provide instructional support to students by enhancing their educational experience.

Staff Responsible for Monitoring: Principal, Assistant Principal, IT

Funding Sources: Summit K-12 FSP 420-PIC 11 Regular Allotment, $4,815, IXL FSP 420-PIC 11 Regular Allotment, $2,338, Amplify FSP 420-PIC 11 Regular Allotment, $1,125

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

Formative Reviews

November	January	March	June

Performance Objective 4 ☑ High Priority

35% of current special education students at Jubilee Livingway will meet the academic growth target in RLA by receiving opportunities through services, interventions, tutorials, and summer school.

Evaluation Data Source: Sign-in sheets, time and effort, lesson plans, plans of action

Strategy 1

Jubilee Livingway will assign and provide instructional materials, training and support to all teachers participating in extra academic support sessions.

Strategy's Expected Result/Impact: JLW teachers will have the necessary tools to work on their achievement of goals.

Staff Responsible for Monitoring: Principal, assistant principal, administrative assistant.

Funding Sources: teachers tutoring pay, materials, FSP 420-PIC 11 Regular Allotment, $25,000

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

Formative Reviews

November	January	March	June

Performance Objective 5 ☑ High Priority

Jubilee Livingway teachers, students, and staff will collaborate to improve EB student progress in RDA, TELPAS, and STAAR.

Evaluation Data Source: Agendas, Sign-In Sheets, Completion Certificates

Strategy 1

Strategy 2

Provide Bilingual/ESL Students with supplies/materials/resources/technology that targets second language acquisition to newcomers or beginners proficiency level students int he program.

Strategy's Expected Result/Impact: Increase growth in our bilingual students' second language acquisition.

Staff Responsible for Monitoring: Director
Principal
LPAC Admin
EL Coordinator
EL Interventionist

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Strategy 2

Strategy 3

Provide Bilingual/ESL Stipends to certified teachers who provide the second language acquisition support to our English learners.

Strategy's Expected Result/Impact: Improve the support, reinforcement and guidance provided by the teacher for our English Language Learners.

Staff Responsible for Monitoring: Fall and Spring Verification process and submitting to payroll.

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

Formative Reviews

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Strategy 3

Strategy 9

Provide content area teachers support with professional development opportunities, instructional strategies, materials, and/or resources to support EL's.

Strategy's Expected Result/Impact: Increase our English Learners' acquisition of second language

Staff Responsible for Monitoring: Director
Principal
LPAC Admin
EL Coordinator
EL Interventionist

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

Formative Reviews

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Strategy 4

Strategy 10

Provide Tutorial program for English Learners that are struggling in our campus.

Strategy's Expected Result/Impact: Increase growth in our bilingual students' second language acquisition.

Staff Responsible for Monitoring: Campus Principal
EL Coordinator
Teachers

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

Formative Reviews

November	January	March	June

Performance Objective 6 ☑ High Priority

100% of Jubilee Livingway students identified as Gifted and Talented will receive differentiated instruction and instructional materials to enhance educational opportunities.

Evaluation Data Source: agendas, sign-in sheets, certificate of completion

Strategy 1

100% of Jubilee Livingway students participating in the gifted and talented program will receive opportunities to participate in extracurricular activities and events to foster their talent development as well as their educational growth.

Strategy's Expected Result/Impact: JLW Students will be challenged to develop their talents at different levels

Staff Responsible for Monitoring: principal, assistant principal, GT teacher

Funding Sources: instructional materials, coaches, events registration fees, student and teacher traveling $5,000

TEA Priorities: Recruit, support, retain teachers and principals, 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

Goal 3

Jubilee Livingway will be a high performing school and connect all students to college, career and military readiness pathways. "Believe in more. Expect more. Achieve more."

Performance Objective 1

100% of Jubilee Livingway students will be provided with the opportunity to join sports through district/ campus teams to promote a positive school culture and build leadership skills.

Evaluation Data Source: student rosters, coaches rosters, registration forms

Strategy 1

Provide work-based learning and educational experiences via youth sports programs, access, support and incentives, creating a pathway to participation in post-secondary education and increased academic performance.

Strategy's Expected Result/Impact: Increased knowledge and exposure to post-secondary readiness.

Staff Responsible for Monitoring: Administration, Coaches and counselor

Problem Statements: Perceptions 1

Funding Sources: FSP 420-PIC 11 Regular Allotment, $2,000

Title I: 2.5.1, 2.5.2

Formative Reviews

November	January	March	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	JLW has maintained a 93% daily attendance. Attendance has been lower than previous years. Goal is to be at 97%	Covid, sickness , and truancy have played a significant part this school year.

Performance Objective 2 ☑ High Priority

100% of Jubilee Livingway stakeholders will be provided with family engagement activities and professional development throughout the school year to cultivate an environment that develops

leadership skills, enhances educational opportunities, and promotes our school culture through collaboration.

Evaluation Data Source: agenda, invitation, sign-in sheets, SAMS

Strategy 1

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

Strategy's Expected Result/Impact: Improve student achievement

Staff Responsible for Monitoring: Administration and instructional coaches

Problem Statements: School Processes & Programs 1, 3

Funding Sources: FSP 420-PIC 11 Regular Allotment, $3,000, 211 - Title I, Part A, $2,000

Title I: 2.5.1, 2.5.2

Formative Reviews

November	January	March	June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Achievement gaps exist for teachers in the area of content concepts	JLW's teachers average 2-5 years of experience.
3	JLW teachers need support on instructional strategies and delivery of differentiated instruction based on language acquisition and Tiers.	JLW's needs instructional support on bilingual educational and continuous Professional Development for 1st year teachers.

Performance Objective 3 ☑ High Priority

Jubilee Livingway will implement and host community driven events to promote parental engagement.

Evaluation Data Source: agendas, sign-in sheets

Strategy 1

Continue with forums such as: faculty meetings, WDMs, weekly grade-level meetings, parent

involvement meetings to cement a shared vision among all stakeholders. Our mission is to believe, model, and expect peers and students to excel academically and socially.

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

Staff Responsible for Monitoring: Administration, JLW teachers and Staff

Funding Sources: FSP 420-PIC 11 Regular Allotment, $2,000

Title I: 2.5.1

Formative Reviews

November	January	March	June

Performance Objective 4 ☑ High Priority

Jubilee Livingway will host college, career and military events to promote post secondary readiness.

Evaluation Data Source: agendas, sign in sheets

Strategy 1

Provide work-based learning and educational experiences via youth sports programs, access and support, creating a pathway to participation in post-secondary education and increased academic performance.

Strategy's Expected Result/Impact: Increase Post-secondary readiness

Staff Responsible for Monitoring: Administration and counselor

Problem Statements: Perceptions 1

Funding Sources: 211 - Title I, Part A, $2,000

Title I: 2.5.1, 2.5.2

Formative Reviews

November	January	March	June

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	JLW has maintained a 93% daily attendance. Attendance has been lower than previous years. Goal is to be at 97%	Covid, sickness , and truancy have played a significant part this school year.

Goal 4

Jubilee Livingway 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

100% of Jubilee Livingway faculty and staff will increase campus safety and educate parents and students on topics such as, but not limited to, social emotional issues, school safety, drug/alcohol prevention, anonymous reporting system procedures, and bullying prevention.

Evaluation Data Source: agendas, invites, sign in sheets

Strategy 1

100 % of Jubilee Livingway staff will complete 100% of mandatory trainings , including all safety topics.

Strategy's Expected Result/Impact: Teacher & Staff continued professional development to improve practices

Staff Responsible for Monitoring: Adminstration

Problem Statements: School Processes & Programs 1

Funding Sources: FSP 420-PIC 11 Regular Allotment, $3,000

Title I: 2.5.2

Formative Reviews

November	January	March	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Achievement gaps exist for teachers in the area of content concepts	JLW's teachers average 2-5 years of experience.

State Compensatory Education

State Compensatory

Budget for Jubilee Livingway

Total SCE Funds: $0.00

Total FTEs Funded by SCE: 18

Brief Description of SCE Services and/or Programs

Personnel for Jubilee Livingway

Name	Position	FTE
Alejandra Gallegos	paraprofessional	1
Alejandra Gonzalez	paraprofessional	1
Andrea Villarreal	Kinder Aide	1
Brenda Barrett	Paraprofessional	1
Brenda Rojas	Content Specialist	0.5
Brenda Sosa	Paraprofessional	1
Brenda Tijerina	Paraprofessional-EL	1
Ciara Bertellotti	paraprofessional	1
Elizabeth Mascorro	Pre-Kinder Teacher	0.5
Elvira Cantu	Pre-K Teacher	0.5
Gabriela Nevarez	paraprofessional	1
Grecia Del Angel	reading interventionist	1
Grisel Lara	Math Interventionist	1
Ilena Sandoval	Interventionist Bilingual	1
Liliana Garcia	paraprofessional	1
Lizbeth Garza	paraprofessional	1
Nelly Zertuche	Paraprofessional	1
Norma Alvarado	Reading Interventionist	1
Olga Salazar	Content Specialist	0.5
Yolanda Caballero	Pre-Kinder Aide	1

Committees

Committees

Campus Improvement Plan Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
March 25, 2026 @ 4:00 PM	Destiny Chapel	CIP 2025-20-26.pdf	2025-2026 CIP Agenda .pdf

Members

First Name	Last Name	Position	Committee Role
Megan	Barrientos	5th Grade Teacher	Teacher
Nicole	Silva	Parent	Parent
LUZ	ZUNIGA	DISTRICT ADMININSTRATOR/ ASSOC SUPERINTENDENT	MEMBER
Queta	Juarez	Community Member	MEMBER
Brenda	Tijerina	Paraprofessional	MEMBER
Judith	Guerra	Assistant Principal	MEMBER
Michelle	Rivera	Counselor	MEMBER
Ines	Gonzalez	Parent	MEMBER
Cynthia	Cisneros	Special Education Teacher	MEMBER
Juan	Ortiz	2nd grade Math Teacher	MEMBER
Brenda	Rojas	Dean	MEMBER
Juan	Garza	Principals	CHAIRPERSON

CNA Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
December 8, 2025 @ 7:15 AM	Destiny Chapel	CNA 2025-2026 .pdf	CNA 2025-2026 Fall Meet Agenda .pdf

Members

First Name	Last Name	Position	Committee Role
Megan	Barrientos	5th Grade Teacher	Teacher
Nicole	Silva	Parent	Parent
ALICIA	BOLT	DISTRICT ADMININSTRATION/ ASSOC SUPERINTENDENT	MEMBER
Brenda	Tijerina	Paraprofessional	Para member
Queta	Juarez	Community Member	Community Member
Judith	Guerra	assistant principal	administrator
Cynthia	Cisneros	Special Education	Special Programs
Michelle	Rivera	Counselor	Counselor
Ines	Gonzalez	Parent	Parent
Brenda	Rojas	Dean	Member
Juan	Ortiz	Member	Classroom Teacher
Juan Jose	Garza	Principal	Administrator

Funding Summary

Funding Summary

FSP 420-PIC 11 Regular Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Advertising, printing, promotional items, rental of spaces in fairs or other events.	--	$4,000.00
1	1	3		--	$8,000.00
1	2	1	Professional Development, Consultant Services	211-11-6291-00-007-1-30-0-00	$5,000.00
1	4	2	RLA Content Specialist	--	$60,000.00
2	1	1	Substitutes	--	$25,000.00
2	1	1	Office Supplies	--	$2,000.00
2	2	1	Instructional materials, consumable booklets, practice booklets, computer software	--	$30,000.00
2	2	1	Carpets/Play Centers	--	$3,500.00
2	3	1	Summit K-12	--	$4,815.00
2	3	1	IXL	--	$2,338.00
2	3	1	Amplify	--	$1,125.00
2	4	1	teachers tutoring pay, materials,	--	$25,000.00
3	1	1		--	$2,000.00
3	2	1		--	$3,000.00
3	3	1		--	$2,000.00
4	1	1		--	$3,000.00
				Sub-Total	$180,778.00
				Budgeted Fund Source Amount	$93,000.00
				+/- Difference	**-$87,778.00**

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	$59,189.19
				+/- Difference	**$59,189.19**

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	$94,010.18
				+/- Difference	**$94,010.18**

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	$88,095.27
				+/- Difference	**$88,095.27**

FSP 420-PIC 30 State Comp Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Substitutes	--	$20,000.00
1	4	2	RLA Content Specialist	--	$60,000.00
2	2	1	Testing Prep Software	420-11-63 95-00-007 -3-30-0-00	$6,637.65
				Sub-Total	$86,637.65
				Budgeted Fund Source Amount	$255,031.70
				+/- Difference	**$168,394.05**

FSP 420-PIC 99 Undistributed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Training fees, registration, traveling and materials	--	$6,000.00
				Sub-Total	$6,000.00
				Budgeted Fund Source Amount	$6,000.00
				+/- Difference	$0.00

211 - Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Laminating Machine	--	$4,000.00
3	2	1		--	$2,000.00
3	4	1		--	$2,000.00
				Sub-Total	$8,000.00
				Budgeted Fund Source Amount	$49,640.00
				+/- Difference	**$41,640.00**

263 - Title III, ELA

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

240 - Food & Nutrition

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

211 - Title I (CARRYOVER FUNDS)

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

282 - ESSER III

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$46,964.00
				+/- Difference	**$46,964.00**

289-Title IV Transfer

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

Priority 1: Student Recruitment, Retention, and Attendance

Focus: Reach Them, Keep Them, See Them Succeed

We're growing and sustaining our student body through intentional outreach, strong partnerships, and consistent attendance systems

	Action Step Description	Date to Begin	Person/Team Responsible	Critical Success Indicators Quarter 1	Critical Success Indicators Quarter 2	Critical Success Indicators Quarter 3	Critical Success Indicators Quarter 4	EOY Goal
Student Recruitment Goal: Maintain a minimum enrollment of 18 students per classroom for the upcoming school year.	Increase community engagement by hosting at least one community involvement event per month, establishing dedicated recruitment teams, and providing exceptional customer service to all prospective families. The campus will remain open for scheduled tours, and families will receive an information packet highlighting our programs, culture, and enrollment process.	July 14, 2025	Admin, Teachers, and Staff	Establish a campus recruitment team and host at least one high-impact community engagement event (e.g., back-to-school fair, neighborhood meet-and-greet). Launch digital and print marketing highlighting Jubilee's academic programs, leadership model, and family-centered culture.	Establish a campus recruitment team and host at least one high-impact community engagement event (e.g., back-to-school fair, neighborhood meet-and-greet). Launch digital and print marketing highlighting Jubilee's academic programs, leadership model, and family-centered culture.	Keep the campus open for scheduled tours during school hours and key community times. Train front office and leadership team to deliver a welcoming, consistent experience. Track tour-to-enrollment conversion rates to guide strategy adjustments.	Follow up with all enrolled families to confirm commitment and gather referrals. Host a family celebration event to retain current families and promote word-of-mouth marketing. Monitor rosters weekly and target classrooms below the 18-student threshold with tailored outreach.	Maintain a minimum enrollment of 18 students per classroom by strengthening community engagement, hosting monthly events, providing exceptional customer service, and ensuring families are informed through tours and program highlights.
Student Retention Goal: Retain at least 96% of students from the beginning-of-year enrollment through the end of the school year.	Foster strong relationships with families by building trust through ongoing, transparent communication and hosting monthly family engagement events. Implement support plans for at-risk students and ensure staff are readily available to address concerns, creating a positive and responsive school environment that encourages continued enrollment.	July 14, 2025	Admin, Teachers, and Staff	Achieve 85% family participation in engagement activities by analyzing enrollment data, surveying families, hosting welcome events, and organizing ongoing family engagement activities.	Reach 88% family participation through targeted support efforts, ongoing engagement activities, and regular progress updates.	Achieve 91% family engagement by monitoring attendance and academics, providing personalized outreach, and connecting families with community support.	96% of families participate through re-enrollment, assisting with the process, and addressing potential barriers	By the end of this academic year, our school aims to Increase the overall student attendance rate from 94% to 96%, ensuring students are consistently engaged and benefiting from classroom learning. Retain at least 96% of enrolled students for the next school year, fostering a stable and supportive school community.
Student Attendance Goal: Increase overall student attendance rates from 94.5% to 96% by monitoring daily attendance and addressing chronic absenteeism through targeted interventions and support systems.	We will begin by educating our school community on the importance of daily attendance through newsletters, campus meetings, and parent conferences that highlight both the benefits of consistent attendance and the negative impacts of chronic absenteeism. Clear campus-wide and student-specific attendance goals will be established and communicated to all stakeholders. Regular data analysis will be conducted to identify students with truancy concerns and address underlying causes through targeted interventions. Teachers will support this initiative by making personal phone calls to families when absences occur. Beginning in Week 1, students with attendance challenges will be placed on attendance contracts to monitor and support their improvement. To encourage positive habits, students will receive weekly attendance tickets, earning them entries into quarterly raffles. Those meeting attendance expectations will also be celebrated with Movie & Snack events each quarter and recognized for perfect or improved attendance during our quarterly awards ceremonies.	July 14, 2025	Admins, Teachers, Parents, Students	Launch a campus-wide attendance awareness campaign through newsletters, meetings, parent conferences, and Incentives Plan.	Implement daily attendance tracking and analysis by leadership and attendance clerks. Teachers make same-day phone calls to families when students are absent. Identify students with excessive abcences and begin attendance contracts and parent meetings	Conduct weekly data reviews to identify patterns of chronic absenteeism. Provide individualized interventions such as counseling, transportation solutions, or support referrals for identified students. Assign staff or attendance mentors to high-risk students for ongoing follow-up.	Students with perfect or improved attendance receive weekly tickets for quarterly raffles. Hold quarterly Movie & Snack celebrations and recognize students publicly during awards ceremonies. Track participation and promote stories of success to build momentum and motivate others.	

Priority 2: Rigor, Culture Beliefs & High Expectations

Focus: Believe in More. Expect More. Achieve More.

Every student deserves to be challenged and supported-every class, every day.

	Action Step Description	Date to Begin	Person/Team Responsible	Critical Success Indicators Quarter 1	Critical Success Indicators Quarter 2	Critical Success Indicators Quarter 3	Critical Success Indicators Quarter 4	EOY Goal
Rigor Goal: By increasing academic rigor across all grades and subjects, we aim to meet and improve student mastery in Reading, Math, and Science by 5% on state and national assessments.	Strengthen Tier 1 instruction through aligned lesson planning, integration of higher-order thinking tasks, and consistent use of Depth of Knowledge (DOK) strategies. Weekly data meetings will drive instruction and reteach plans, while ongoing professional development and instructional coaching will build teacher capacity in delivering rigorous content. We will promote student ownership through academic discourse, goal setting, and writing across content areas. Daily intervention blocks will support struggling students, and all instructional resources will be reviewed to ensure alignment with high-rigor expectations. Progress will be monitored through MAP growth and benchmark data.	July 14, 2025	Admin, Teachers, and Staff	Establishing Core Practices- Provide professional development on rigor, Lesson Internalization, and aligned lesson planning and delivery .	Deepening Instructional Practice- Increase student engagement in academic discourse and writing tasks across content areas.	Refinement and Growth- Analyze mid-year MAP and benchmark data to identify progress toward the 5% mastery	Mastery and Sustainability- Sustain high-quality Tier 1 instruction with ongoing coaching and collaborative planning.Use final data meetings to target last-minute reteaching and support.	Increase student mastery in Reading, Math, and Science by 5% through strengthened Tier 1 instruction, rigorous lesson planning, targeted interventions, and progress monitoring using MAP and benchmark data.
Culture Beleifs: Increase overall student engagement from 93% to 98%	Foster a collaborative, positive, and equitable school culture by building strong relationships with students, parents, and staff through clear communication, consistent recognition, shared leadership, and mutual respect. Promote accountability at all levels by setting high expectations, providing timely feedback, and ensuring all voices are heard and valued. Through inclusive family events, student voice initiatives, staff appreciation, and transparent decision-making, we create a culture where every stakeholder is engaged, supported, and committed to student success.	July 14, 2025	Admin, Teachers, and Staff	Roll out the Determined Destiny Culture (DDC) and Determined Destiny Values (DDV) curriculum campus-wide, including training for both staff and students on core expectations and values, reinforced through BRES-aligned practices and ongoing leadership walkthroughs.	Implement cultural responsiveness, relationship-building practices, and consistent expectations across all classrooms through staff modeling and coaching.	Collect baseline student engagement data through BRES walkthroughs	Staff and students will model campus values daily, recognition systems will reinforce positive behaviors, and family partnerships will be strengthened through inclusive events. Survey data, attendance, and participation metrics will reflect a high level of connection, voice, and belonging among all stakeholders.	Increase overall student engagement from 93% to 98% by fostering a collaborative, equitable, and positive school culture through strong relationships, consistent recognition, shared leadership, and inclusive community involvement.

High Expectations: Teachers will consistently behave in accordance with the Code of Ethics and Standard Practices for Texas Educators, modeling all professional standards such as attendance, professional appearance, and positive behaviors within the classroom. They will advocate for the needs of all students while maintaining consistently high expectations and standards. Our goal is for at least 80% of students to meet or exceed grade-level standards, fostering a culture of excellence and continuous growth.	Ensure all staff understand and commit to the Code of Ethics and professional standards through ongoing training and clear communication. Teachers will be monitored and supported in modeling professional behaviors such as punctuality and professional appearance. Professional development will focus on delivering high-quality instruction and effective student advocacy strategies. Weekly data meetings will be held to track student progress toward grade-level standards and make instructional adjustments as needed. Regular walkthroughs will be conducted to observe teacher adherence to high expectations, with timely and constructive feedback provided. Throughout, a culture of accountability and continuous growth will be promoted through goal-setting, reflection, and recognition of professional excellence.	July 14, 2025	Admin, Teachers, and Staff	Establish and communicate clear expectations for all staff regarding their roles, duties, and accountability. Foster a culture of professionalism through consistent collaboration, timely communication, and dedication to continuous improvement to support student success and campus goals.	Monitor and support teachers in modeling professional behaviors, including punctuality and professional appearance.	Conduct regular walkthroughs to observe teacher adherence to high expectations and provide timely, constructive feedback.	Culture of accountability and continuous growth by supporting teachers in reflective practices, promoting ongoing professional self-assessment, and celebrating their achievements and excellence.		Ensure all teachers model professional standards and uphold high expectations, with at least 80% of students meeting or exceeding grade-level standards, fostering a culture of excellence, accountability, and continuous growth.
Priority 3: Data Driven Instruction and Student Support								
Focus: Know Every Learner. Teach With Intention. Intervene With Impact.								
We are committed to using data to inform instruction and ensure every student receives what they need to thrive.								
	Action Step Description	Date to Begin	Person/Team Responsible	Critical Success Indicators Quarter 1	Critical Success Indicators Quarter 2	Critical Success Indicators Quarter 3	Critical Success Indicators Quarter 4	EOY Goal
Goal 1: Ensure that all instructional decisions are grounded in data to improve student outcomes. By the end of the year, 100% of teachers will regularly analyze formative and summative assessment data to inform instruction, with at least 80% of students meeting or exceeding growth targets in core subjects. Targeted student support will be provided through timely interventions, strategic grouping, and progress monitoring.	weekly data meetings will be established for teachers and leaders to analyze MAP, benchmarks, and exit ticket data to inform instruction and reteach plans. The Plan-Teach-Reflect-Adjust cycle will guide lesson alignment with student needs and campus goals. Consistent use of progress monitoring tools such as IXL, MAP Skills, fluency checks, and common assessments will track growth. Targeted Tier 2 and Tier 3 interventions will be provided based on identified gaps, while ongoing professional development will build teacher capacity in data analysis, goal setting, and intervention planning. Campus leaders will monitor implementation through focused walkthroughs that look for evidence of data use, student groupings, and instructional adjustments.	July 14, 2025	Admin, Teachers, and Staff	Weekly data meetings are established and consistently held by teachers and leaders to analyze MAP, benchmark, and exit ticket data for initial instructional planning and reteach strategies.	Teachers will identify students in Tier, Tier 2 and Tier 3 through data analysis and develop individualized plans of action. They will actively address these students' specific needs, supported by progress monitoring tools such as IXL, MAP Skills, and fluency checks.	Tier 2 and Tier 3 interventions are delivered based on data-driven groupings, with ongoing professional development provided to enhance teacher skills in data analysis, goal setting, and intervention planning.	By the end of the year, 100% of teacher walkthroughs will demonstrate effective data use, appropriate student groupings, and instructional adjustments. Feedback from these walkthroughs will guide instructional refinements and celebrate growth across the campus.	Ensure 100% of teachers use assessment data to drive instruction, with at least 80% of students meeting or exceeding growth targets through weekly data meetings, targeted interventions, and progress monitoring aligned to student needs.

DISTRICT GOALS:

Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that will increase academic achievement and provides a multi-tiered system of support. Jubilee Academies will build a positive school culture that provides a safe, drug-free learning environment, to promote individualized learning opportunities, build leadership skills and cultivate rich family engagement through active and meaningful collaboration.

METAS DEL DISTRITO:

Jubilee Academies brindará a los estudiantes acceso a un plan de estudios viable y garantizado alineado con los estándares que aumentará el rendimiento académico y brindará un sistema de apoyo de varios niveles. Jubilee Academies construirá una cultura escolar positiva que proporcione un entorno de aprendizaje seguro y libre de drogas, para promover oportunidades de aprendizaje individualizadas, desarrollar habilidades de liderazgo y cultivar una rica participación familiar a través de una colaboración activa y significativa.

Joy : will be taught in September
Understanding: will be taught in October
Balance: will be taught in November & December
Integrity: will be taught in January
Leadership: will be taught in February
Empowerment: will be taught in March
Excellence: will be taught in April

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.
Promote a healthy & sanitary learning environment

Metas de la escuela:

"Ofrecer y mantener un ambiente de aprendizaje positivo."
"Ofrecer tiempo de instrucción de calidad."
"Respeta a los estudiantes."
"Maximizar el aprendizaje de los alumnos."
"Apoyar a los estudiantes en sus necesidades."

At Home

Make sure their children come to school on time and remain until dismissal.
Make sure that the homework is completed and signed daily.
Attend a parent-teacher conference, Parent/Principal Social, Meetings, as needed.
Request a parent-teacher conference in order to communicate any concerns.
Participate in educational decisions of the child and when possible attend school related meetings and surveys.

En casa

1. Asegúrese de que sus hijos lleguen a la escuela a tiempo y permanezcan hasta la salida.
2. Asegúrese de que la tarea esté completa y firmada diariamente.
3. Asistir a una conferencia de padres y maestros, reuniones sociales de padres, según sea necesario.
4. Solicite una conferencia de padres y maestros para comunicar cualquier inquietud.
5. Participar en las decisiones educativas del niño cuando sea posible, cómo las reuniones y encuestas relacionadas con la escuela.

COMMUNICATION ABOUT STUDENT LEARNING

Teachers communicate what we are learning through weekly newsletters.
We communicate student grades through progress reports **on week 5** and report cards **on week 9**. Whenever necessary and possible, teachers and parents may have face to face conferences to communicate progress or concerns.

Comunicación sobre el aprendizaje del alumno
Los maestros comunican lo que estamos aprendiendo a través de boletines semanales.
Comunicamos las calificaciones de los estudiantes a través de informes de progreso **en la quinta** semana y reportes de calificaciones cada **nueve** semanas.
Siempre que sea necesario y posible, los maestros y los padres pueden tener conferencias cara a cara para comunicar el progreso o las inquietudes.

Jointly Developed

The parents, students and staff of Jubilee Livingway 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.

Desarrollado conjuntamente

Los padres, los estudiantes y el personal de Jubilee Livingway desarrollaron este Acuerdo entre la Escuela y los Padres para el Logro. Los maestros sugirieron estrategias de aprendizaje en el hogar, los padres agregaron ideas para hacerlas más específicas y los estudiantes nos dijeron qué les ayudaría a aprender. Las reuniones se llevan a cabo cada año para revisar el acuerdo y hacer cambios según las necesidades de los estudiantes.
Los padres son bienvenidos a contribuir como padres voluntarios.

2026-2027

SCHOOL - PARENT - STUDENT

COMPACT OF ACHIEVEMENT

Bernice Castillo
PRINCIPAL
Judith Guerra
ASSISTANT PRINCIPAL
Brenda G. Rojas
DEAN OF CULTURE
Giana Hesterberg
SCHOOL COUNSELOR
Nelson Martinez
ACE COORDINATOR

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 expectations.

Effective compacts:

- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality curriculum and instruction
- Link to goals of the school improvement plan
- 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

¿Qué es un Acuerdo Familia-Escuela?

Es un acuerdo entre Escuela y Padres para el Logro es un acuerdo que los padres, estudiantes y maestros desarrollan juntos. Explica cómo los padres y maestros trabajarán juntos para asegurarse de que todos nuestros estudiantes alcancen o superen las expectativas del nivel de grado.

Acuerdos efectivos:

- Centrarse en las habilidades de aprendizaje de los estudiantes
- Describir cómo los maestros ayudarán a los estudiantes a desarrollar esas habilidades utilizando un currículo e instrucción de alta calidad.
- Enlace a las metas del plan de mejoramiento escolar
- Comparta estrategias que los padres pueden usar en casa
- Explicar cómo los maestros y los padres se comunicarán sobre el progreso de los estudiantes.
- Describir las oportunidades para que los padres se ofrezcan como voluntarios, observen y participen en el salón de clases.

Standard Responds Protocol





PARENT ENGAGEMENT

School Volunteer
Join PTO
Attend school-wide events and meetings

An involved parent takes part in the activities already determined by the school. An engaged parent takes a step further, often becoming part of the school's decision-making process.

PARTICIPACIÓN DE LOS PADRES

Voluntario Escolar
Unirse ae el program de PTO
Asistir a eventos y reuniones escolares

Un padre involucrado participa en las actividades ya determinadas por la escuela. Un padre comprometido da un paso más y, a menudo, se convierte en parte del proceso de toma de decisiones de la escuela.

STUDENTS

1.Play and work cooperatively with others.
2.Follow school/classroom rules and routines.
3.Listen to and follow directions.
4.Seek help when appropriate.
5.Solve problems with peers independently.
6.Listen; actively participate in small/large groups.
7.Work independently and use time wisely

8. Attend school everyday and on time. School Schedule is from 7:45 am - 3:15 pm

ESTUDIANTES

1. Jugar y trabajar en cooperacion con los demás.
2. Seguir las reglas y rutinas de la escuela / aula.
3. Escuchar y seguir instrucciones.
4. Buscar ayuda cuando sea apropiado.
5. Resolver problemas con compañeros de forma independiente.
6. Escucha y Participa activamente en grupos pequeños / grandes.
7. Trabajar independientemente y usar el tiempo sabiamente

8. Atender clases todos los dio y a tiempo. Horario escolar es de 7:45 am - 3:15 pm

Need to contact us:

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Our Philosophy



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.

Actividades para construir Alianzas

Nuestra escuela tiene varios eventos en los que los padres son invitados a participar. Los padres también pueden colaborar en las actividades de sus hijos.

PLEASE SIGN:

Parent Signature _____

Student Signature _____

Teacher Signature _____

Bernice Castillo
Principal

Judith Guerra
Assistant Principal

Jubilee Livingway

Parent and Family Engagement Policy

2026-2027

Campus Goals:

The Campus 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/ parent professional development and training.
- 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 Livingway agrees to implement the following statutory requirements:

- Jubilee Livingway will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1116 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- Consistent with section 1118, Jubilee Livingway will work to ensure that the required school-level parental involvement policies meet the requirements of section 1116 (b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1116 (d) of the ESEA.

- Jubilee Livingway will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, Jubilee Livingway will provide full opportunities for the participation of parents with limited English proficiency, parents of 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 of practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, Jubilee Livingway will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

- Jubilee Livingway will involve the parents of children served in Title I, Part A school's decisions about how the 1 percent of Title I, Part A fund reserved for parental involvement is spent, and will ensure that not less than 95% of the one percent reserved goes directly to the schools.

- Jubilee Livingway will be governed by the following statutory definition of parental involvement, and expects that its Title I schools 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 plan 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 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 Jubilee Livingway will implement required district wide Parental and Family Engagement Policy components

1. Jubilee Livingway Charter School will take the following actions to involve parents in the joint development of its district wide Parent and Family Engagement Policy under section 1112 of the ESEA.

   - Jubilee Livingway Administrators and staff, Teachers, Parents, Title I Liaisons will participate in development of a written Campus Parent and Family Engagement policy to be included in the District Improvement Plan.

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

   - Involve parents in the joint development of the Campus Plan. Jubilee Livingway Improvement Committee shall be composed of parents, educators, business, and community members who will work together in a shared decision-making process. The Jubilee Livingway Improvement Committee will meet a minimum of four times a year at the School Principal's office.
   - Jubilee Livingway will support the involvement of parents in the development of the Parent and Family Engagement Campus Policy, Campus Improvement Plan, and the School-Parent Compact consistent with section 1118(d) of the ESEA.

3. Jubilee Livingway Charter School will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental and family engagement activities to improve student academic achievement and school performance.

   - Jubilee Livingway will hold annual meetings to explain the Title I, Part A program and the rights of parents to be involved and offer other meetings at flexible times.

   - Jubilee Livingway will educate Teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents as equal partners.
   - Jubilee Livingway campuses will send out Title I Schoolwide Parent Surveys.

4. Jubilee Livingway Charter School will coordinate and integrate parental engagement strategies in Part A with parental involvement of the School preschool programs.

- Jubilee Livingway will provide educational support for parents of Pre-Kindergarten children such as; child development, how children learn to read, strategies of Parents as Teachers.
- Jubilee Livingway will provide support for parents in the transition into children's early childhood education in Pre-Kinder, Kindergarten, to First grade education.

5. Jubilee Livingway Charter School will take the following conduct, an annual evaluation of the content and effectiveness of the School Parent and Family Engagement Policy in improving the quality of its Title I, Part A schools. The evaluation will include: identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation to design strategies for a more effective parental engagement to revise the parent policy/ procedures as necessary.

    - The school Principal Director will head the evaluation process for the district.
    - Administrators, teachers and parents will volunteer to be in the School Improvement Committee to evaluate and revise the Jubilee Livingway Parent and Family Engagement policy.
    - Jubilee Livingway will take a section of the district policy to evaluate parent engagement activities by reviewing agendas, sign in sheets and programs at the district campuses.
    - Jubilee Livingway will provide an evaluation checklist for the review committee to use in evaluating the campus programs.
    - Jubilee Livingway Improvement Committee will make recommendations for revision on the campus policy according to the evaluation findings.

6. The Jubilee Livingway Charter School will build the schools parent's capacity for stronger parental engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents, and the community to improve student academic achievement.

    A. The school will assist with the assistance of its Title I, Part A schools in providing parent assistance in understanding the state academic content standards, state and local academic assessment including alternate assessments and how to monitor the child's progress.

        - Jubilee Livingway will provide parent conferences on student academic progress every nine weeks.
        - Jubilee Livingway will hold STAAR training for parents and families on the different content STAAR assessments.
        - Jubilee Livingway will provide parents and families content EOC assessment information/ training.
        - Jubilee Livingway will provide a copy of the State Report and the Federal Report card to their parents.

    B. Jubilee Livingwayt will assist by providing 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 parent engagement, by:

        - Provide Reading strategies for parents and families.
        - Provide parent and family Literacy Nights.
        - Will train parents and family on how to access the on-line content (Math, Reading, Science and Social Study) programs that the district provides for our students.
        - Will provide materials and training to help parents work with their child, such as in Reading, Math, and technology in a language they understand.

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

- Training for all staff in "What is Family Engagement?"
- Provide information to families in a uniform format, and to extent practical, in a language parents can understand.
- Jubilee Livingway will use a variety of forms to communicate with parents and families such as: district web-site, e-mail, text, telephone, newsletters, posting on the marquee in a language parents understand.
- Jubilee Livingway will use School messenger, email and regular mail as modes of communication for information to parents in a language they understand.
- Jubilee Livingway will provide parents information on the transition from an elementary to middle school to prepare a plan for their child.

Part III. Discretionary Jubilee Livingway Wide Parental Engagement Policy Components

Jubilee Livingway Charter School District in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118 (e) of the ESSA.

- Provide Literacy training for parents from Title I, Part A funds, if the school has exhausted all other reasonable available sources of funding for that training.
- Training parents to enhance the involvement of other parents.
- Adopting and implementing model approaches to improving parental involvement by developing parental engagement skills.
- Provide Training for parents and families in technology skills, provide tutoring skills for parents.
- Develop appropriate roles for community-based organizations and businesses, in parental engagement activities. (Libraries, Universities, and other entities.)
-
- To maximize parental participation in their children's education, campuses may arrange school meetings at a variety of times, and through several communication platforms such as; facetime, google hangouts etc.… in conducting conferences between teachers or other educators, who work directly with children of parents who are unable to attend conferences at school.
- Providing other reasonable support for parent involvement activities or other information under section 1118 as parents may request

Part IV. Adoption of the Jubilee Livingway Parent and Family Engagement Policy

The Jubilee Livingway Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Tile I, Part A programs, as evidenced by agenda, sign-in sheets, and meeting minutes.

This policy will be in effect for the period of 2025-2026. Jubilee Livingway will distribute this policy to all parents of participating Title I, Part A children on or before the end of the school year.

_____

Campus Principal

_____

Date

Cut along line

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

District Parent and Family Policy Acknowledgement

I have received a copy of the 2026-2027 Jubilee Academies Charter School District Parent and Family Engagement Policy.

Parent Signature: _____ Date: _____

Print Student Name:

_____ Campus: _____

Phone Number: _____ - _____ - _____