

Jubilee Academies
Jubilee Kingsville
2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: June 30, 2023

Demographics

Demographics Summary

DEMOGRAPHICS

Jubilee Kingsville is a charter school in the Kingsville, Texas area. We are a public charter school that serves Kleberg, Nueces, Jim Wells, and Brooks County. We are involved with various community organizations such as the Chamber of Commerce, Access aftercare program, The Gear Up program, Naval Air Station Kingsville (NASK), and Texas A&M University- Kingsville (TAMUK). We have seen a high level of engagement with our community partners. We have seen a trend in community perceptions and enrollment. All stakeholders have the opportunity to take part in the improvement plan process and contribute valuable feedback. Our specialized programs meet the needs of the campus, community, and staff. We ensure that each student gets the appropriate education. Our campus is committed to ensuring that our district's mission of providing a nurturing environment focused on leadership and educational excellence is met.

Students

We serve 350 students from PreK – ninth grade with 86% Hispanic, 11% white, less than 1% percent African American, less than 1% Asian, less than 1% American Indian, and 1% for two or more races. Our campus has consistently served a high level of Hispanics and Economically Disadvantaged students. The subgroups we serve include 84% Economically Disadvantaged, 13% special education, 62% At Risk, less than 1% homeless, 2% English Language Learners, and 0% for migrant students. Enrollment numbers are declining since the Covid pandemic. Current trends in enrollment have shown that when students withdraw, we have new students enroll. We have seen an increase in enrollment for the 2022-2023 school year after a dip in enrollment during the COVID-19 Pandemic. The main reason for students withdrawing is relocation to another city and decision to homeschool due to the pandemic. All students who withdraw attend another public/private/or charter school or are homeschooled.

Attendance

Overall, Jubilee Kingsville has an attendance rate of 93% for the 2022-2023 school year.

The Jubilee Academies campuses utilize the Truancy Intervention/Prevention Plan. This component houses the doctor's notes/home notes for student's attendance. Also, the steps are listed to prevent the student from missing days of school which could lead to being truant. If the student needs to miss the number of days beyond the allotted time, contact is made

with the school administration to determine the status of the students' attendance. Parents are contacted either by phone or email as a reminder of the importance of attendance at the beginning of the school year. Schoolmint is used to contact parents when students are not at school. The district has a truancy office who serves both the Rio Grande Valley and the Coastal Bend.

We currently have many special programs. They include Gifted and Talented, EOC (Algebra), RTI, PreK, Special Education, 504, ESL, and summer school. We have 1% of student in GT, 12% PreK, 13% special education, 1% ESL.

We have less than 1% homeless attending our campus. We provide educational supplies and clothing for our homeless students.

The campus adheres to the McKinney Vento program. Students are provided with support throughout the year, including access to school supplies, information to community services, and support through the parent liaison and McKinney Vento campus representative. Faculty and staff are trained annually on support for homeless students.

Staff Quality, Recruitment, and Retention

The campus has teachers in Prekindergarten through 9th grade. However, we are in need of a 2nd Special Education teacher. 78% of the faculty are fully certified. 80% of those not certified are working on their certification. 50% have 1-3 years of experience, 30% have 4-10 years of experience, and 20% have more than 10 years of experience. The campus has two faculty members who have principal certification and one who has superintendent certification. Faculty is 100% Hispanic. This is consistent with the demographics of previous years. Faculty includes 17 teachers, 3 interventionists, 1 Gear Up site coordinator, 1 Extended Day Learning (ELD) site coordinator, 1 special programs coordinator, 1 content specialist, and 2 administrators.

Instructional paraprofessionals are all highly qualified, either through the TOPs training or attaining at least the minimum number of college hours (48) required. Paraprofessionals attend training in special education services and general policies and procedures. Additionally, some paraprofessionals are trained in CPI, diabetes, CPR, and food allergies.

In the 2022-2023 school year, #% was retained from the previous year. In the 2021-2022 school year, 90% of the faculty was retained from the previous year. In the 2020 -2021 school year, 89% of the faculty was retained from the 2019-2020 school year. This was a 8% increase from the 2019-2020 school year. The attrition rate is due to voluntary teacher resignation. Some reasons for the resignation include higher salary and relocation.

The campus has a New Teacher Mentor Program that is funded through Title I/Federal Programs. First and second-year teachers are assigned an experienced mentor who meets with them periodically to conduct observations, plan and receives feedback. Mentors are compensated through an annual stipend. Paperwork is submitted for compliance with federal programs twice a year (December and May).

Professional development is provided throughout the school year. Professional development through the Education Service Center is available throughout the school year in Regions 1, 2, and 20. Teachers primarily attend training from the ESC 2 due to the proximity to Kingsville. Consultants from Carnegie Learning provide training and in-class support to mathematics teachers. Additionally, training is typically scheduled at the beginning of the school year during teacher workdays. The district has provided Lead4ward training in Math, Reading, Writing, Science, and Social Studies. Follow up visits from the district content specialists are provided throughout the school year. Additionally, the campus leadership team provides accountability support for the implementation of the trainings through teacher conferences, walk through observations, and follow up trainings. Needs for professional development are identified through student achievement scores, teacher data meetings, and teacher goals (TTESS). The district has provided instructional coaches to support the teachers' implementation of the Curriculum and Instruction plan.

When teachers' student achievement scores are below standard, the campus leadership team provides them with support in the form of training, conferences, and co-teaching. CLT members follow up with teachers on their areas of need. CLT members have also provided model lessons for teachers who are struggling. Students are monitored for progress through the state of the classroom meetings. Assessments are given online and data is analyzed through the DMAC software. District personnel also assist teachers who are struggling with training, planning, observations, and co-teaching.

Effective teachers have been utilized to support struggling teachers. Effective teachers were identified and made lead teachers by the campus administrator. Additionally, opportunities for teachers to do peer observations have been made available. Furthermore, during faculty meetings, teachers are encouraged to share best practices.

Positions funded through Federal Programs are evaluated each year for effectiveness.

The average class size is 20 students.

Parents Guardians/Community

The Kingsville community is a city situated in a rural area. Kingsville is home to the Naval Air Station and Texas A&M University-Kingsville. Additionally, the King Ranch is headquartered in Kingsville. These organizations employ several of the residents in the community. Due to the proximity to several surrounding cities such as Corpus Christi, Ricardo, Bishop, and Riviera, several of our parents commute to work. Furthermore, several parents work in the oil-field industry. Due to the fluidity of the oil-field and Naval Air Station industries, our enrollment tends to fluctuate with the trend.

Parents expect that their children are prepared for high school upon leaving eighth grade and encouraged to enroll in our school for 9th grade.

The public school to charter school ratio is 12:1, which accounts for 8% charter school. The private to charter school ratio is 2:1, which accounts for 50% charter school. Due to the amount of school choice in the area, enrollment is highly competitive and difficult to sustain. Other campuses, particularly in middle school, offer more variety in the extra-curricular and athletic programs.

According to the city-data website, Kingsville, Texas's crime rates have steadily decreased from 2002 to 2016 in the areas of murders, rapes, robberies, assaults, burglaries, thefts, auto thefts, and arson.

Jubilee Kingsville's campus is located near the Kleberg County Jail and Kingsville Police Department. Some of our students' parents or siblings are incarcerated.

Adult education services are available through the Texas A&M University-Kingsville, Coastal Bend College, and through local community resources.

Demographics Strengths

Jubilee Kingsville serves a diverse student population from different areas throughout the city. The campus has a Title I program that addresses the needs of at-risk students. The campus has an attendance rate of 96%. Faculty members are supported through professional development programs that are targeted to meet the unique needs of the diverse student population. Despite competition of other public schools in the area, the enrollment at Jubilee Kingsville has consistently increased.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Jubilee Kingsville does not have 100% certified teachers. **Root Cause:** Jubilee Kingsville does have a plan in place to provide professional development support designed to target non-certified teachers' specific areas of need on the certification test. However we continue to hire non-certified teachers.

Student Learning

Student Learning Summary

STUDENT ACADEMIC ACHIEVEMENT

Student Outcomes and Performance

For the 2021-2022 school year, Jubilee-Kingsville received a "C" rating. The campus officially exited the Targeted Improvement Plan (TIP) process with this rating. The campus will continue to collaborate with the Educational Service Center (ESC) to implement the TIL process. The C rating brings the campus back to the Pre-COVID accountability status.

Jubilee-Kingsville administered the MAP assessment from the NWEA program.

For the 2021-2022 school year, the following results were for the BOY MAP assessment:

For overall Reading (All Students), we met our approaches and meets goal with 64% approaches (goal: 51%) and 29% meets (goal: 22%). We did not meet our master's goal of 17%. We achieved 10% masters.

By grade level, in Reading we achieved the following results:

- * 3rd grade reading - 52% approaches (goal: 62%), 32% meets (goal: 28%), and 11% masters (goal: 17%).
- * 4th grade reading - 50% approaches (goal: 44%), 31% meets (goal: 16%), and 12% masters (goal: 11%).
- * 5th grade reading - 54% approaches (goal: 65%), 31% meets (goal: 28%), and 15% masters (goal: 15%).
- * 6th grade reading - 67% approaches (goal: 52%), 23% meets (goal: 17%), and 5% masters (goal: 5%).
- * 7th grade reading - 57% approaches (goal: 52%), 25% meets (goal: 27%), and 4% masters (goal: 18%).
- * 8th grade reading - 74% approaches (goal: 60%), 41% meets (goal: 16%), and 19% masters (goal: 8%).

For overall Mathematics (All Students), we met our approaches goal with 61% approaches (goal: 50%). We did not meet our meets of 29%. We got 21%. We also did not meet our master's goal of 13%. We achieved 4% masters.

By grade level, in Mathematics we achieved the following results:

- * 3rd grade mathematics - 56% approaches (goal: 62%), 31% meets (goal: 28%), and 5% masters (goal: 11%).
- * 4th grade Mathematics - 45% approaches (goal: 50%), 27% meets (goal: 16%), and 9% masters (goal: 11%).
- * 5th grade Mathematics - 63% approaches (goal: 48%), 33% meets (goal: 18%), and 4% masters (goal: 8%).
- * 6th grade Mathematics - 60% approaches (goal: 49%), 13% meets (goal: 20%), and 2% masters (goal: 5%).
- * 7th grade Mathematics - 57% approaches (goal: 42%), 7% meets (goal: 17%), and 0% masters (goal: 8%).
- * 8th grade Mathematics - 69% approaches (goal: 30%), 31% meets (goal: 15%), and 10% masters (goal: 5%).

For overall Science (All Students), we met our approaches goal with 69% approaches (goal: 55%) and our meets goal with 29% (goal: 28%). We did not meet our masters of 11%. We got 7%.

By grade level, in Science we achieved the following results:

- * 5th grade Science - 67% approaches (goal: 65%), 22% meets (goal: 25%), and 6% masters (goal: 8%).
- * 8th grade Science - 72% approaches (goal: 30%), 36% meets (goal: 13%), and 8% masters (goal: 5%).

For Social Studies (All Students), we met our approaches goal with 38% approaches (goal: 37%), our meets goal with 19% (goal: 10%), and our masters goal with 8% (goal: 5%).

In reviewing the data, we feel that we met the goals in several areas due to our implementation of the strategies in our Targeted Improvement Plan (TIP). Some of the most effective strategies have been our lesson plan review, our data analysis protocols with teachers presenting their data at the State of the Classroom meetings, and the district's monthly Saturday School initiative. Teachers have demonstrated knowledge of analyzing student data to develop intervention plans that are monitored by the Campus Leadership Team (CLT).

For the areas where we did not meet the goal, we feel that there are greater gaps in the learning due to the COVID-19 pandemic. However, we feel that teachers have been able to address these gaps. The master schedules include an RTI time and also our middle school has a Math Lab, which utilized the Carnegie Learning Mathia program to assist students with their learning gaps and reinforces the lesson in the regular mathematics classroom. We have have some teacher turnover in our Middle School Science class and our Math Lab; however, as of 12/11/21 we are fully staffed.

In the 2020-2021 school year, the following are the benchmark results by demographic. Based on the data our campus met the goals in most areas; however, there were some areas where the goals were not met, such as in 4th grade math and 8th social studies. There were some areas where the campus did not meet the approaches goal; however, the campus met or exceeded the goals in the meets and masters areas. Other factors to consider in the data are that there were some students whose parents chose to not have them come to campus to take the benchmark test. This may have impacted how many students would have scored in the approaches, meets, and masters area. Additionally, there were some technical problems with the program where students were logged out of the program and could not fully complete the test. In collaboration with the teachers, the CLT determined that there are evident learning gaps in student performance based on the COVID-19 pandemic and the two different instructional settings (face to face and distance learning).

We met the student performance goals in the Approaches level in the following grade levels and subject areas: 4th grade reading with 42% (goal 40%), 7th grade reading with 61% (goal 40%), 4th grade math with 62% (goal 40%), 5th math with 56% (goal 40%), 5th grade science with 83% (goal 40%). For Meets we met the student performance goals in the following grade levels and subject areas: 3rd grade reading with 15% (goal 15%), 4th grade reading with 31% (goal 15%), 7th grade reading with 39% (goal 15%), 3rd grade math with 26% (goal 15%), 4th grade math with 46% (goal 15%), 5th grade math with 39% (goal 15%), 6th grade math with 15% (goal 15%), 7th grade math with 16% (goal 15%), 8th math with 16% (goal 15%), Algebra with 25% (goal 15%), 5th grade science with 76% (goal 15%), 8th grade social studies with 18% (goal 15%) and 4th grade writing with 17% (goal 15%). For Masters with met the student performance goal in the following grade levels and subject areas: 4th reading with 8% (goal 5%), 3rd grade math with 11% (goal 5%), 4th grade math with 19% (goal 5%), 5th grade math with 15% (goal 5%), 5th grade science with 56% (goal 5%), and social studies with 6% (goal 5%). We also met the target in Domain 3 focus 2 with 20% (goal 15%) economically disadvantaged in math at the Meets level. We met the target in Domain 3 focus 2 with 21% (goal 15%) Hispanic in math at the Meets level. For the areas we did not meet the teachers have been analyzing the students' areas of need. Some of the possible learning gaps have been created by the Covid-19 pandemic and the different learning setting of face to face and distance learning. The teacher have begun developing plans for intervention for students in distance learning, which includes face to face interventions on Saturdays in smaller group settings to adhere to safety protocols Despite not meeting the Domain 3 focus area 1 target, for Hispanic and Economically disadvantaged students the percentage of meets students were 1-2 percentage points away from meeting the goal of 15%.

In the 2018-2019 school year, Jubilee Kingsville received a "Met Standard" rating. The campus showed significant progress going from an "F" rated campus in 2017-2019 to a "C" rated campus in 2018-2019. The campus was deemed a "Comprehensive Support and Improvement Progress" school. The Campus Leadership Team developed a Targeted Improvement Plan (TIP) using the Effective Schools Framework (ESF). An ESF Diagnostic Visit was conducted on October 17, 2019 with findings reported to the campus on October 31, 2019. The campus continued to implement the 2019-2020 Targeted Improvement Plan until the COVID-19 situation resulted in school closures and a wavier by Governor Greg Abbott of the 2020 STAAR test requirements.

The scaled scores for the 2018-2019 were as follows: Domain 1 STAAR Performance 65 (up from 56 in 2018), Domain 2 Academic Growth 74 (up from 58 in 2018), Domain 2 Relative Performance 67 (up from 56 in 2018), and Domain 3 Closing the gaps 71 (up from 39 in 2018). Overall the campus received a 73 scaled score (up from 52 in 2018).

For Domain 1, overall the campus had 13% of the students achieve Masters Level (15% in reading, 13% in math, 10% in science, 0% in social studies, and 13% in writing), 32% of

the students achieve Meets Level (34% in reading, 33% in math, 31% in science, 19% in social studies, and 29% in writing), and 68% of the students achieve Approaches Level (69% in reading, 72% in math, 56% in science, 57% in social studies, and 71% in writing).

By overall demographics of all subjects, Hispanic students achieved 13% at the Masters Level, 32% at the Meets Level, and 66% at the Approaches Level. For White students, they achieved 17% at the Masters Level, 40% at the Meets Level, and 81% at the Approaches Level. Economically disadvantaged students achieved 14% at the Masters Level, 32% at the Meets Level, and 63% at the Approaches Level. English Learners achieved 21% at the Masters Level, 32% at the Meets Level, and 74% at the Approaches Level. Special Education students achieved 4% at the Masters Level, 14% at the Meets Level, and 32% at the Approaches Level. Continuously Enrolled students achieved 14% at the Masters Level, 38% at the Meets Level, and 71% at the Approaches Level. Non-continuously Enrolled students achieved 12% at the Masters Level, 29% at the Meets Level, and 66% at the Approaches Level.

For Domain 2 Academic Growth, 71% of the students showed academic growth. This was eleven points above the District average. In Reading, 71% of the students showed growth (district average was 62%). In Math, 71% of the students showed growth (district average was 59%).

For Domain 3, Grade Level Performance 0 of the 12 targets were met. Academic Growth 9 of the 10 targets were met (all students in math and reading; Hispanics in math and reading; Economically Disadvantaged in math and reading; Continuously enrolled in math and reading; Non-Continuously Enrolled in reading). Student Achievement 1 of the 8 targets were met (English Learners). This was a great improvement compared to the prior year where no targets were met.

Findings:

Jubilee Kingsville's implementation of the 2018-2019 TIP from the TAIS process resulted in significant gains in student achievement and progress measures. The campus focused on building teacher capacity to collect data, disaggregate data, and formulate plans of actions regarding interventions. Intervention plans were monitored and required teachers to focus on specific TEKS, assessment data, intervention timelines and resources, and results of interventions. Teachers presented their data at State of the Classroom meetings each six weeks. Teachers also conferenced with students on their assessment and attendance data. The TIP was frequently communicated with the teachers and goals were consistently communicated to all stakeholders. There was more fidelity to the TIP due to the CLT's making teachers aware of the TIP, its importance, and embedded the campus vision and mission into the campus culture.

Student Learning Strengths

There was significant growth in all three domains. Student progress (Domain 2 and Domain 3) had a significant effect on the campus's accountability rating. The focus on building teachers' capacity to analyze data and formulate intervention plans assisted the campus in this area. The success of Domain 2 showed an impact in the Domain 3 rating.

For the 2019-2020 school year, the spring benchmark data administered in February 2020 indicated that the campus was on-track to achieving a "Met Standard" rating. Compared to the 2018-2019 spring benchmark, the campus had higher achievement scores in the 2019-2020 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Jubilee Kingsville's 2019 math (13% masters) and reading (15% masters) STAAR scores were below 20% at the Masters Level. **Root Cause:** The campus lacked enrichment opportunities and focused primarily on increasing and monitoring progress for students at the "Did Not Meet" and "Approaches" levels while trying to

sustain the "Meets" and "Masters" levels.

Problem Statement 2 (Prioritized): Jubilee Kingsville's 2019 social studies STAAR scores were at 57% approaches. **Root Cause:** After a teacher resignation, there was no plan to continue instruction at the same level of rigor and relevance required while a replacement was found.

Problem Statement 3 (Prioritized): Jubilee Kingsville's 2019 science STAAR scores were at 56% approaches. **Root Cause:** There was a lack of consistent expectations and monitoring for hands-on experiments and application of knowledge gained from experiments.

School Processes & Programs

School Processes & Programs Summary

PROCESSES AND PROGRAMS

Personnel - Policy and Procedures

Recruitment of teachers is through local job fairs attended by district human resources personnel. Highly qualified teachers are retained because of the supportive atmosphere at Jubilee Kingsville. Teachers who have been with the district for 5 years receive a \$500 stipend. The high need positions receive a \$5000 stipend. Teachers have the opportunity to serve as mentors and receive an additional stipend. Effective teachers are also given the opportunity to join the Leadership Team gaining leadership experience.

Professional Practices

Professional development is determined based on student and teacher needs, which is determined through classroom observation, student achievement data, and teacher interest.

The district does seek campus input on different decisions such as the common assessments for the 6 weeks exams.

The Campus Leadership Team has established the goals in their Targeted Improvement Plan. The goals reflect the campus' areas of need in the areas of math, reading, writing, and science. Through the ESF process, the CLT developed activities, goals, interventions, to meet these goals. The district Superintendent and Professional Service Provider provide the campus with guidance on the implementation of this plan. Data is through the district and local assessments, walk through observations, and consultant feedback.

The plan's goals and objective are consistently shared with the staff through faculty meetings.

The needs are analyzed until root causes are identified through the TAIS process and Effective Schools Framework (ESF)

Through the State of the Classroom meetings, held every six weeks, teachers have been communicating their data and their progress towards their goals. The CLT has facilitated planning sessions for instruction and interventions.

The improvement plan is evaluated and the TEA representative provided feedback. The CLT made mid-year corrections based on TEA recommendations. Additionally, an ESF Diagnostic was conducted on October 17, 2019 by ESC 20 consultant Mrs. Shannon Allen. The results of the diagnostic were provided to the campus on October 31, 2019.

Programs and Opportunities for Students

The curriculum and instruction do have a measurable effect on student achievement. Teachers monitor student progress through both district and campus level assessments. Additionally, teachers measure reading performance through the Istation resource each month. For mathematics, teachers utilize both Imagine Math (K-8th) and Carnegie Learning's Mathia (6th-8th) to measure student achievement. Furthermore, PK utilizes CLI Engage for both math and reading, and kinder - 2nd use MClass. These programs provide diagnostic student data to help teachers measure student progress and provide necessary interventions for at-risk students. Moreover, at-risk students in reading receive interventions via the Fountas and Pinnell resource. Students in 6th - 8th have been provided with a math lab to increase learning time and interventions for both at-risk students and student enrichment.

Our special programs meet the needs of students and are monitored through the use of campus walkthroughs. Students in the gifted and talented programs are provided with opportunities to showcase their areas of giftedness each year. Students in 504 and Special Education receive the necessary supports to address their areas of disability in the Least Restrictive Environment. District personnel monitor the compliance of our special education department. Students in the ESL program are supported through a pullout program taught by an ESL/Bilingual certified teacher. Also, dyslexia services are provided to students daily.

At Jubilee Kingsville, every student is provided with technology. The campus has 300 Chromebooks and 60 iPads for students to use in their classrooms. Teachers utilize the technology in their lessons for IStation, Imagine Math, Prodigy, Mathia, and class activities/research. Students are assigned an email address, login, and passwords. Students adhere to the district technology policy.

Jubilee Kingsville offers an athletic program that offers cross country, volleyball, and boy's and girl's basketball. Students in 6th - 8th are provided with a fine arts course. Students are able to build their teamwork and creativity through these programs. An area of need is offering more electives and sports in the coming school year. Extracurriculars include the student council, UIL, athletics, leadership ambassadors, chess club, and book club.

Procedures

Jubilee Kingsville has a plan for integrating technology in the classroom. The faculty is trained in technological resources (laptops, document cameras, projectors, mimios, ipads, Chromebooks, and Google Drive). All students have access to a Chromebook to support their learning, and all students have an email assigned to them.

Instructional time is maximized through campus and district initiatives. The workshop model helps maximize learning time in the classroom and is monitored through lesson plans and observations. School begins at 8:00 and lasts until 3:45 (Prek-5th) and 4:15 (6th-8th). Equitable services are provided to all students and special programs and interventions are provided based on students' need.

Transition services are provided for students going from 5th to 6th grade through a middle school orientation and meet the teacher events. Students in 8th grade are prepared for high school with different high school counselors visiting the campus to meet with students.

Classroom management plans include a campus discipline rubric, PLCs working on discipline procedures per grade level, and teacher-administrator collaboration. Classroom management has shown that there is a decrease in the amount of referrals and out of school suspensions.

All teachers are trained in school safety and addressing areas of concern. Teachers are trained to monitor student behavior actively and intervene. Additionally, accusations of bullying are investigated thoroughly by campus leadership. The campus utilizes Anonymous Alerts for students to report instances of bullying. Additionally, the campus was provided and implemented the Suicide Protocol developed by the district.

Campus safety plans include drills for fire, chemical spills, shelter in place, and intruders. The campus conducts monthly fire drills in compliance with district and state policies. Safety issues are addressed with stakeholder feedback and campus administrator evaluations.

School Processes & Programs Strengths

The Campus Leadership Team provides teachers with the needed support to develop their capacity to analyze data and develop interventions. State of the classroom meetings provide campus leadership with information regarding classroom data, intervention plans, student discipline, and attendance. Teachers are able to build their professional skills and competency in the areas of data disaggregation and data driven decision making. The campus has a program for assisting at-risk students in the areas of need through the Title I Program with at-risk tutors and interventions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus lacks a structured Professional Learning Community (PLC) system for collaboration. **Root Cause:** The campus has not prioritized professional developments for implementing PLCs.

Problem Statement 2 (Prioritized): Jubilee Kingsville does not have a central entrance. **Root Cause:** The campus is non-equipped with an enclosed structure.

Perceptions

Perceptions Summary

Perceptions

Student Engagement

Students attend school Monday through Friday from 8:00 - 3:45. Our attendance rate for the 2022-2023 school year is 93% which is slightly above the previous year's attendance rates. This was due to the COVID-19 Pandemic, which affected both student and employee attendance.

In regards to student discipline patterns, we have observed an increase in teacher accountability for handling discipline issues. Teacher proficiency in their classroom management has increased. Teachers are communicating with parents more frequently and building relationships.

In regards to bullying, teachers are held accountable for actively monitoring and responding to instances of bullying. When accusations of bullying arise, investigations are conducted by campus administration. Consequences are given based on findings, which include suspensions, expulsions, etc.

Jubilee Kingsville can deny enrollment due to discipline issues. There is no DAEP placement.

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

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

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

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

Staff Engagement

While the majority of the teachers have been employed for 1-2 years (41%), we are seeing a higher trend in teacher retention. 32% of the teachers have been with the school for 3-4 years. 27% have been with the school for more than 6 years.

New teachers are supported through the New Teacher Mentorship Program, which is funded through Federal Programs/Title 1. Experienced teachers frequently meet with their mentees to discuss lesson planning, the Workshop Model, and classroom management. The mentors also model teach for the mentees to gain a better perspective on the Workshop Model and classroom management. Mentors also meet with their mentees to help them in collecting and analyzing their student data.

All teachers feel comfortable working at Jubilee Kingsville. The rapport they have with their colleagues and administrators has a familial feel. They feel supported not just by the school but by the district. They like the open door policy and feel comfortable airing any concerns.

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

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

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

Parent/Guardian and Community Engagement

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

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

Jubilee Kingsville is a member of the Kingsville Chamber of Commerce. We also utilize the community services of Project Turnaround. Additionally, the Texas A&M Agriculture Extension provides students with free hands-on science lessons. Also, the East Foundation invited students to the ranch to work through different lab experiments aligned to the state curriculum, which in partnership with Texas A&I - Kingsville.

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

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

An area of need is involving more parents in decision-making.

An area of need for improvement is our method of advertising events.

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Jubilee Kingsville has a low rate of parental engagement and involvement. **Root Cause:** There is no consistent accountability system for parents to be involved in the school.

Problem Statement 2 (Prioritized): Jubilee Kingsville's attendance rate remained stagnant at 95%. **Root Cause:** There was not consistent incentive program for maintaining good attendance.

Priority Problem Statements

Problem Statement 1: Jubilee Kingsville does not have 100% certified teachers.

Root Cause 1: Jubilee Kingsville does have a plan in place to provide professional development support designed to target non-certified teachers' specific areas of need on the certification test. However we continue to hire non-certified teachers.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Jubilee Kingsville's 2019 social studies STAAR scores were at 57% approaches.

Root Cause 2: After a teacher resignation, there was no plan to continue instruction at the same level of rigor and relevance required while a replacement was found.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Jubilee Kingsville's 2019 science STAAR scores were at 56% approaches.

Root Cause 3: There was a lack of consistent expectations and monitoring for hands-on experiments and application of knowledge gained from experiments.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The campus lacks a structured Professional Learning Community (PLC) system for collaboration.

Root Cause 4: The campus has not prioritized professional developments for implementing PLCs.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Jubilee Kingsville has a low rate of parental engagement and involvement.

Root Cause 5: There is no consistent accountability system for parents to be involved in the school.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Jubilee Kingsville does not have a central entrance.

Root Cause 6: The campus is non-equipped with an enclosed structure.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Jubilee Kingsville's 2019 math (13% masters) and reading (15% masters) STAAR scores were below 20% at the Masters Level.

Root Cause 7: The campus lacked enrichment opportunities and focused primarily on increasing and monitoring progress for students at the "Did Not Meet" and "Approaches" levels while trying to sustain the "Meets" and "Masters" levels.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Jubilee Kingsville's attendance rate remained stagnant at 95%.

Root Cause 8: There was not consistent incentive program for maintaining good attendance.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals








Revised/Approved: June 28, 2024

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

Performance Objective 1: Jubilee Kingsville will provide professional developments to 100% of the faculty, staff, and administration to build capacity as educators.

High Priority

Evaluation Data Sources: Sign-in sheets, observations, consultation feedback.








Strategy 1 Details	Reviews			
<p>Strategy 1: Jubilee Kingsville will provide professional developments, to include Saturday, after school, and summer extra duty, for all faculty, staff, and administration in core academic areas and other areas influencing the culture and operation of the school. Trainings will be from Educational Service Centers, District, Consultants, and in-house professional developments.</p> <p>Strategy's Expected Result/Impact: 100% of Jubilee Kingsville's faculty, staff, and administration will be able to effectively develop and implement practices that will demonstrate an increase in sustainable student achievement.</p> <p>Staff Responsible for Monitoring: Campus administration will monitor the implementation of professional developments. The Campus Leadership Team will evaluate the effectiveness of professional developments on the impact of student achievement.</p> <p>Funding Sources: Admin Travel - 211 - Title I, Part A - \$12,000, Teacher Travel - 211 - Title I, Part A - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: Jubilee Kingsville will provide support to 100% of new faculty to ensure effective instructional practices.

High Priority

Evaluation Data Sources: Mentorship Paperwork, Mentor Observation Feedback, Student Achievement Data, Surveys.











Strategy 1 Details	Reviews			
<p>Strategy 1: Jubilee Kingsville will provide 100% of our beginning teachers with a mentor to guide their development as educators</p> <p>Strategy's Expected Result/Impact: 100% of the beginning teachers will be supported through the use of a campus mentor. This will ensure that beginning teachers are supported and their student outcome will be positive.</p> <p>Staff Responsible for Monitoring: Beginning teachers will be monitored by their assigned mentor each six weeks. Campus administration will meet with mentors periodically to measure growth of the beginning teachers and evaluate their needs.</p> <p>Funding Sources: Mentor Pay - 211 - Title I, Part A - \$5,117.20</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: Campus Leadership will provide 100% of the teachers with support through coaching and classroom observation feedback.

High Priority

Evaluation Data Sources: Walk through observations, coaching forms








Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leadership will provide teachers with feedback based on classroom observations and coaching sessions. Strategy's Expected Result/Impact: By providing teachers with support and feedback, campus administrators will ensure alignment to campus goals and increases in both student achievement and teacher capacity. Staff Responsible for Monitoring: Campus leaders will conduct weekly walk throughs of teachers to provide support and feedback to maximize instructional practices.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus leadership will provide dedicated time in the master schedule to provide teachers with effective coaching and feedback sessions. Strategy's Expected Result/Impact: By providing time in the master schedule and calendar, campus leaders are ensuring that coaching is prioritized and taking place. Staff Responsible for Monitoring: CLT</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Performance Objective 4: Campus leaders will attend professional developments to continuously develop their leadership capacity.

High Priority








Evaluation Data Sources: Sign in sheets, agendas, TPESS evaluation

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leadership will attend professional developments in school leadership and improvement.</p> <p>Strategy's Expected Result/Impact: By providing campus leaders with professional developments, the campus will ensure that current, research based leadership practices are implemented throughout the organization.</p> <p>Staff Responsible for Monitoring: Camus leaders will meet with their supervisors periodically to address areas of growth and evaluate professional development implementation.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 5: Ensure that 100% of our educators' salaries are competitive with their peers who work in surrounding school districts in order to retain our top performing educators.

Evaluation Data Sources: Salary studies, local job advertisements, and competing district's websites.







Strategy 1 Details	Reviews			
<p>Strategy 1: Allocate available funds from various sources to increase compensation, utilizing salary increases and stipends where appropriate.</p> <p>Strategy's Expected Result/Impact: Increase teacher pool and lower turn over rate.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Stipends ELAR - 211 - Title I, Part A - \$12,000, Extra Duty Pay - 211 - Title I, Part A - \$9,000, JEI Stipend - 211 - Title I, Part A - \$31,647.55, Science and Math Stipend - 211 - Title I, Part A - \$11,000, Retention Stipends, Sign On - 255 - Title II, Part A, TPTR - \$14,400</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Goal 2: Jubilee Academies will build a strong foundation of reading and math.

Performance Objective 1: There will be an increase in Reading and Math STAAR scores at the Meets level by 20% each school year.

High Priority

Evaluation Data Sources: Unit assessments, Six weeks assessments, MAP assessments, Benchmark assessments, STAAR scores, Reading intervention programs.

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of students from Prekindergarten - 8th grade will demonstrate grade-level comprehension and fluency through the utilization of tiered instruction in core subject areas (math, reading).</p> <p>Strategy's Expected Result/Impact: Students will demonstrate grade-level proficiency in the areas of math and reading.</p> <p>Staff Responsible for Monitoring: Campus will develop a system for early identification of reading and math deficits to address all student populations and implement a system for monitoring student progress at the beginning, middle, and end of year using research based interventions.</p> <p>Funding Sources: General Supplies - 211 - Title I, Part A - \$10,065</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of the students will be provided with extended learning times throughout the school year and during summer school. Teachers, at-risk tutors, interventionists, and curriculum coaches will develop targeted interventions to systematically address student needs.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate increased proficiency in their areas of identified need.</p> <p>Staff Responsible for Monitoring: Students proficiency in core academic areas will be measured throughout the school year utilizing pre- and post-tests after targeted interventions have been utilized.</p> <p>Funding Sources: Testing Prep software - FSP 420-PIC 30 State Comp Ed (SCE) - 420-11-6395-00-006-3-30-0-00 - \$6,464.25, Testing Prep Software consultant - FSP 420-PIC 30 State Comp Ed (SCE) - 420-13-6291-00-006-3-30-0-00 - \$3,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be provided with professional developments and consultants in the core academic areas (math, reading, science, social studies, and writing). Consultants will assist teachers in planning, instruction, data analysis, and interventions. Substitutes will be provided for teachers to attend trainings during the school day.</p> <p>Strategy's Expected Result/Impact: Faculty and staff will become more effective at delivering instruction and interventions that will directly affect student achievement in the core academic areas.</p> <p>Staff Responsible for Monitoring: Faculty and staff will be monitored throughout the school year via walk throughs and observations for effective implementation; additionally, consultants will provide campus will feedback on implementation of professional development practices.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Jubilee Academies will build a strong foundation of reading and math.

Performance Objective 2: increase dual enrollment readiness of our students by 20%. Have 100% participation in the TSI assessment by the 2023 school year.

High Priority

Evaluation Data Sources: PEIMS, TSI scores








Strategy 1 Details	Reviews			
Strategy 1: Implement a program to track and promote student career and college readiness. Strategy's Expected Result/Impact: Increase students' dual enrollment preparation. Staff Responsible for Monitoring: CCMR	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Jubilee Academies will build a strong foundation of reading and math.

Performance Objective 3: There will be an increase in Special Education STAAR scores from 32% approaches to 40% approaches in all subjects.

High Priority

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


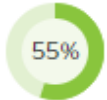





Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education students will be provided with specialized curriculum to meet their individual needs based on their IEPs.</p> <p>Strategy's Expected Result/Impact: Special education students will show progress on STAAR scores and will have a higher percentage of passing at the approaches level.</p> <p>Staff Responsible for Monitoring: Campus Administration, General Education Teachers, Special Education Teachers</p> <p>Funding Sources: - FSP 420-PIC 23 State Special Education (SpEd) - \$385,587.50</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Jubilee Academies will build a strong foundation of reading and math.

Performance Objective 4: Jubilee Kingsville will provide 100% of its faculty and students will access to technology.

High Priority













Evaluation Data Sources: Technology implementation

Strategy 1 Details	Reviews			
<p>Strategy 1: Faculty and students will be provided with technology to help increase student achievement.</p> <p>Strategy's Expected Result/Impact: Students will have higher achievement scores with the use of technology to have access to intervention programs.</p> <p>Staff Responsible for Monitoring: Campus administrators, general education teachers.</p> <p>Funding Sources: Technology Software - 211 - Title I, Part A - \$9,466</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Jubilee Academies will build a strong foundation of reading and math.

Performance Objective 5: Provide a GT program to provide fidelity of services to meet the needs of our gifted and talented students.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development to all our GT staff and administration which enables them to meet the unique and individual educational needs of our GT population.</p> <p>Strategy's Expected Result/Impact: Increase satisfaction in parental surveys.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction.</p> <p>Funding Sources: GT Stipend - FSP 420-PIC 21 Gifted and Talented (G/T) - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development to the GT teachers on the Texas Performance Standard Project and differentiated instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increase Meets and Masters results.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide a general intellectual ability test and assessment materials to help identify students for Gifted and Talented Program.</p> <p>Strategy's Expected Result/Impact: Increase in Meets and Masters STAAR results</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide resources and materials for projects for our Gifted and Talented students.</p> <p>Strategy's Expected Result/Impact: Increase in meets and masters STAAR results.</p> <p>Staff Responsible for Monitoring: Associate Superintendent of Curriculum and Elementary Curriculum Director</p> <p>Funding Sources: General Supplies - FSP 420-PIC 21 Gifted and Talented (G/T) - \$553.30</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify










Discontinue

Goal 2: Jubilee Academies will build a strong foundation of reading and math.

Performance Objective 6: Jubilee-Kingsville will provide an effective ESL program to meet the needs of 100% of LEP students.

High Priority








Evaluation Data Sources: TELPAS, MAP, Istation,

Strategy 1 Details	Reviews			
<p>Strategy 1: Jubilee-Kingsville will provide a comprehensive ESL program that will ensure support to faculty, staff, students, and their parents via instructional support and professional development.</p> <p>Strategy's Expected Result/Impact: Students in the ESL program will demonstrate progress in their english acquisition.</p> <p>Staff Responsible for Monitoring: Principals will monitor the ESL site coordinator.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - FSP 420-PIC 25 State Bilingual/ESL - \$2,412.73</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Jubilee Academies will connect all students to career and college pathways.

Performance Objective 1: Jubilee-Kingsville will ensure that 100% of its secondary students receive opportunities for enrollment in CTE courses.

Evaluation Data Sources: School Links, ICEV







Strategy 1 Details	Reviews			
<p>Strategy 1: CTE courses will be offered at the secondary level.</p> <p>Strategy's Expected Result/Impact: Students will selected a pathway for graduation that will lead them to achieving an endorsement and being CCMR ready upon graduation from high school.</p> <p>Staff Responsible for Monitoring: Campus leadership team, school counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Jubilee Academies will create high performing schools.

Performance Objective 1: Jubilee-Kingsville will provide 100% of its students with a safe environment that is conducive to student learning.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Jubilee-Kingsville will have a 97% attendance rate. Strategy's Expected Result/Impact: Students' mastery learning will increase due to being in school 97% of the time. Staff Responsible for Monitoring: Campus Leadership Team, PEIMS Clerk</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Jubilee-Kingsville will provide safety measures that will ensure that 100% of the learning community is in a safe and nurturing environment. Strategy's Expected Result/Impact: The campus will be safe and increase the perceptions of the campus. Staff Responsible for Monitoring: Campus Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Jubilee-Kingsville will provide an effective school culture for parents, students, community, and employees that will achieve a 90% positive response as measured by a School Climate Survey.</p> <p>Strategy's Expected Result/Impact: Faculty and student retention will increase.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Instructional Materials - Fathers Day Event - 211 - Title I, Part A - 211-6399- - \$1,157.90</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Jubilee-Kingsville will provide opportunities for 100% of its parents to become engaged with the school.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement will result in higher achievement scores for the our at-risk students.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, Parent Liaison, Teachers</p> <p>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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Parent Liaison Salary - 211 - Title I, Part A - \$33,899.25</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Jubilee-Kingsville will beautify its campus to increase perceptions of the campus as a safe, nurturing environment.</p> <p>Strategy's Expected Result/Impact: The school's climate will improve.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				

Goal 5: Jubilee Academies will provide a safe and secure environment focused on the physical and mental well being of both students and staff.

Performance Objective 1: Jubilee-Kingsville will provide security measures at the campus level to ensure that there is a single point of entry for all faculty, staff, and visitors.

High Priority

Evaluation Data Sources: Raptor Sign In

Goal 5: Jubilee Academies will provide a safe and secure environment focused on the physical and mental well being of both students and staff.

Performance Objective 2: Jubilee-Kingsville will provide the campus with a security officer to monitor the campus daily.

High Priority

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

State Compensatory

Budget for Jubilee Kingsville

Total SCE Funds: \$210,691.25

Total FTEs Funded by SCE: 3.5

Brief Description of SCE Services and/or Programs

The SCE will fund our intervention programs and PreK

Personnel for Jubilee Kingsville

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anna Garcia	Reading Interventionist	0.5
Jessica Hernandez	PK Teacher	0.5
Marisela Saldana	Reading Interventionist	1
Norma Gonzales	Reading Interventionist	1
Stephanie Gil	Prek Para	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
DANIEL ROBLEDO	PARAPROFESSIONAL	TITLE I	100%
GABRIELLA ALISE	PARAPROFESSIONAL	TITLE I	100%
HOLLY WHEELER	PARAPROFESSIONAL		100%
JULIETA SELF	Parent Liaison	Title I	100%

Campus Funding Summary

FSP 420-PIC 11 Regular Allotment					
Goal	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 21 Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1	GT Stipend		\$500.00
2	5	4	General Supplies		\$553.30
Sub-Total					\$1,053.30
Budgeted Fund Source Amount					\$1,053.30
+/- Difference					\$0.00
FSP 420-PIC 22 State Career & Technical Ed (CTE)					
Goal	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	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$385,587.50
Sub-Total					\$385,587.50
Budgeted Fund Source Amount					\$385,587.50
+/- Difference					\$0.00
FSP 420-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	1			\$2,412.73

FSP 420-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$2,412.73
Budgeted Fund Source Amount					\$2,412.73
+/- Difference					\$0.00
FSP 420-PIC 30 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Testing Prep Software consultant	420-13-6291-00-006-3-30-0-00	\$3,500.00
2	1	2	Testing Prep software	420-11-6395-00-006-3-30-0-00	\$6,464.25
Sub-Total					\$9,964.25
Budgeted Fund Source Amount					\$210,691.25
+/- Difference					\$200,727.00
FSP 420-PIC 36 Early Education					
Goal	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	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	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	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	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	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Travel		\$4,000.00
1	1	1	Admin Travel		\$12,000.00
1	2	1	Mentor Pay		\$5,117.20
1	5	1	Extra Duty Pay		\$9,000.00
1	5	1	JEI Stipend		\$31,647.55
1	5	1	Science and Math Stipend		\$11,000.00
1	5	1	Stipends ELAR		\$12,000.00
2	1	1	General Supplies		\$10,065.00
2	4	1	Technology Software		\$9,466.00
4	1	3	Instructional Materials - Fathers Day Event	211-6399-	\$1,157.90
4	1	4	Parent Liaison Salary		\$33,899.25
Sub-Total					\$139,352.90
Budgeted Fund Source Amount					\$138,195.00
+/- Difference					-\$1,157.90
255 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Retention Stipends, Sign On		\$14,400.00
Sub-Total					\$14,400.00

255 - Title II, Part A, TPTR

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	\$14,400.00
				+/- Difference	\$0.00
				Grand Total Budgeted	\$752,339.78
				Grand Total Spent	\$552,770.68
				+/- Difference	\$199,569.10