

# **Jubilee Academies**

## **Jubilee Wells Branch**

### **2023-2024 Campus Improvement Plan**

**Accountability Rating: C**

**Distinction Designations:**

Academic Achievement in Mathematics

Postsecondary Readiness

# Mission Statement

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

# Vision

To be the premier choice in education.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Jubilee Wells Branch is a dynamic and diverse institution committed to fostering an inclusive educational environment that values and caters to each student's unique experiences and needs. Nestled within a vibrant, multicultural community, Jubilee Wells Branch showcases a rich tapestry of racial and ethnic backgrounds among its student body.

Hispanic students form the largest demographic, constituting 40% of the school population, while African American and White students contribute significantly to the school's diversity, representing 31.8% and 17.6% of students respectively. Asian, American Indian, and students of two or more races further enhance the school's cultural richness. Jubilee Wells Branch champions socioeconomic diversity with a substantial 71.2% of its students classified as economically disadvantaged. This underlines the school's commitment to providing equal educational opportunities to all students, regardless of financial constraints. Special education services cater to 10.1% of the students, while language diversity is supported through programs for the 15% of students who are emergent bilingual or English learners.

The staff at Jubilee Wells Branch is entirely composed of professional members, with teachers forming the majority at 77.6%. The team also includes professional support staff, campus administration, and counselors, both full and part-time. The school's staff mirrors the diversity seen within the student body, with minority staff accounting for 50.3%. Female staff members slightly outnumber their male counterparts.

Academic qualifications among the staff are high, with a significant 82.9% holding a bachelor's degree and 17.1% possessing a master's degree. The staff comprises a mix of experience levels, with a large proportion being beginning teachers or those with 1-5 years of experience. Jubilee Wells Branch stands as a beacon of diversity and inclusivity, proudly serving its multicultural community. With a professional and diverse teaching staff and a range of programs to support all students, it provides a vibrant, enriching learning environment for all students.

In terms of ethnic distribution, the school mirrors the multicultural characteristic of the district and state, although with slightly different proportions. Hispanic students make up the largest ethnic group at 40%, followed by African American students at 31.8%. White students comprise 17.6% of the student population, while smaller groups include those identifying as Asian (2.6%), American Indian (1.2%), and Two or More Races (6.7%). No students identified as Pacific Islander. Gender distribution at Jubilee Wells Branch is fairly balanced, with females representing 51.9% of the students, and males making up the remaining 48.1%.

The school serves a significant portion of economically disadvantaged students, with 71.2% falling under this category. This percentage is significantly higher than the state average of 60.7%, but slightly lower than the district average of 83.7%. Section 504 students, those with disabilities requiring specialized educational services, make up 8.9% of the students. The school also has a strong focus on supporting language diversity, with 15% of its students being emergent bilingual or English learners, slightly below the district's 26.0% but above the state's 21.7% average.

For the 2022-23 academic year, Jubilee Wells Branch has re-enrolled students across different grade levels as follows:

Pre-Kindergarten: 28 students

Kindergarten: 39 students

1st Grade: 38 students

2nd Grade: 57 students

3rd Grade: 29 students

4th Grade: 27 students

5th Grade: 33 students

6th Grade: 42 students

7th Grade: 39 students

8th Grade: 43 students

9th Grade: 23 students

10th Grade: 18 students

11th Grade: 11 students

12th Grade: 18 students

The total number of enrolled students is 444 across all grades. The grade with the highest re-enrollment is the 2nd Grade, with 57 students, while the 11th Grade has the lowest, with only 11 students re-enrolled. Since the beginning of the year, the school has experienced 68 withdrawals. However, the school has also welcomed 50 new students during the same period. This gives an overall picture of the student flow in the school over the course of the year, balancing out the withdrawals with the new enrolments. At Jubilee Wells Branch, we are committed to a loving and nurturing culture that celebrates our diversity. We are committed to developing meaningful relationships with students and empowering student leadership. We are committed to embracing a game-on mentality to expand our students' knowledge and skills in an effort to reach our goal of excellence in student achievement. Critical to our goals is a strong partnership with parents to make sure academic and social development does not end at our doors.

In accordance with our goal to reach student excellence in academics and leadership, Jubilee Wells Branch is continuing to expand the Career & Technology Education (CTE), College Career and Military Readiness (CCMR) and dual credit opportunities for middle school and high school students. In doing so, we have also formed partnerships with local colleges and universities to further expand student opportunities. Jubilee Wells Branch also prides itself as an Early College High School, an initiative that provides high school students an opportunity to earn up to 60 college credits alongside their regular high school diploma. This model allows students to get a head start on their post-secondary education and potentially earn an associate degree, at no cost, while still in high school. This program supports the school's aim to make higher education accessible and achievable for all students, regardless of socioeconomic background.

As part of our mission to promote academic excellence and career readiness, Jubilee Wells Branch offers several Dual Credit and CTE (Career and Technical Education) opportunities to high school students. The dual credit program allows students to earn high school and college credits simultaneously, thus accelerating their path to a college degree. Our CTE programs provide students with practical experience and technical skills in various career fields. These programs align with the state's industry sectors and are designed to prepare students for postsecondary education and employment. They provide hands-on training in areas such as health science, information technology, business management, and more.

We've also established partnerships with local colleges and universities to further support our students. These partnerships allow students to experience college-level coursework and environment, cultivate relationships with college faculty, and gain exposure to the expectations and challenges of college life. This, in turn, increases their chances of success when they transition into higher education. Our school strives to provide every student with a comprehensive educational experience that not only promotes academic excellence but also equips them with the necessary skills and knowledge for career success. We believe in the potential of each student and are committed to creating a nurturing, inclusive, and challenging environment where they can thrive.

## Demographics Strengths

Our school is extremely proud of its incredibly diverse staff, which brings a variety of perspectives to crucial areas such as behavior management and problem-solving. Our bilingual and culturally diverse faculty serves our equally diverse student body, which reflects the many identities and backgrounds of our community. This diversity enables our school to connect with and comprehend our students on a profoundly personal level, surpassing traditional teaching methods.

Our school fosters a strong sense of community and familial connections, characteristics that are highly valued by both parents and students. This intimate setting fosters strong interpersonal relationships and a nurturing environment conducive to well-rounded education. In this environment, our school is able to engage closely with each student, gaining a deep understanding of their individual academic journey and providing them with individualized assistance to navigate the path to success.

The diversity of our administration mirrors that of our faculty and students, ensuring that our community is fairly represented at the level of decision-making. This diverse administrative staff, reflective of our larger community, ensures that our strategic processes are informed by a variety of perspectives and experiences, ensuring that our policies are inclusive and respectful of all.

Our school is dedicated to expanding the number of career-focused and college-preparatory courses. Our school equips our students with the essential skills and knowledge to excel in their future academic and professional endeavors by offering a wide range of electives and Career Technical Education (CTE) pathways that are tailored to meet the needs and goals of each individual student.

Instilled at a tender age, the Determined Destiny values serve as the foundation of our school. Our observations indicate that early incorporation of these values has a significant impact on the character and aspirations of younger students. The Determined Destiny Culture in our school is not merely a motivational instrument; rather, it is the primary driver of our school culture, fostering engagement, fueling motivation, and permeating every aspect of our educational approach.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Strategies are not implemented with fidelity and success to support ELL, SpEd, GT, 504, at-risk, and economically disadvantaged learners

**Root Cause:** Lack of culturally responsive pedagogy that truly personalizes learning for struggling students.

**Problem Statement 2 (Prioritized):** Transient student population creates lack of consistency and continuity in communication, supports, and student learning **Root Cause:** There is an inability to retain and/or continuous student enrollment.

**Problem Statement 3 (Prioritized):** JWB struggles to retain current staff.

# Student Learning

## Student Learning Summary

Jubilee Wells Branch academic performance is rooted in targeted growth for all students with a deep focus on reading and math. With the Covid Gap, many students are below grade level in their learning.

Academic curriculum in lower grades (specifically ELA and math) are not streamlined to the TEKS or the assessments that teachers give the students. Without streamlining curriculum and assessments we will not be able to set our teachers, spec populations (ex. GT, SPED, ELL, etc.) or other students up for success. In these lower grade levels streamlined learning is especially important due to their foundational effect.

Effective and targeted data systems are needed campus wide in order to drive intentional instruction. The data systems and weekly data PLC's have been very helpful. We must create an agreed upon way (decided by teachers) to track student learning weekly and how this deficiency impacted learning goals, planning, and intervention.

Lack of focus on data tracking and targeted assessments and accelerated instruction was evident and a system was introduced this school year. Data tracking charts by grade-level and student data tracking has been implemented to increase academic rigor. Teachers have the opportunity to review their data in data PLCs and develop plan of actions to address learning gaps. Teachers regularly collaborate and design their lessons based on data.

## Student Learning Strengths

Student Learning Strengths include

Jubilee Wells Branch teachers work tirelessly to build strong positive relationships with their students. They are implementing extra RTI, tutoring, and Saturday school to ensure individual students' academic needs are met (due to the learning gaps they have been experiencing). Our students come to us willing and ready to learn. Students are consistent with reaching the expectations set before them. When held accountable from the beginning of the year, the students do own their education (for better or worse). The younger students have really enjoyed implementing technology into the classroom. Students have started to develop ownership of their learning because of timely data available to them through several digital learning platforms and data chats with the teachers.

There were new digital learning and assessment platforms that were introduced. Authentic assessments were utilized at all grade levels, and the data retrieved was used to develop instructional decisions. Differentiation, remediation and re-teaching processes were established to close learning gaps. Students developed a better understanding of data, and it resulted in improvement of their learning, as indicated by BOY/EOY and interim assessments. Standards mastery tests and personalized lessons were used at all grade levels to address individual learning gaps. Campus curriculum, instruction, and assessment departments worked with teachers in establishing effective systems to optimize student learning. With the introduction of new digital platforms, online assessments, and student's ability to use technology also improved across the board.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The growth of students in the JWB Special populations (Special Education, English Language Learning, Gifted and Talented, 504, Economically Disadvantaged and At Risk) are showing growth at a significantly lower rate compared to typically developing peers. **Root Cause:** There is a lack of professional development for teachers on the direct application of differential instruction. As well as application of accommodations, modifications, and interventions in the general education setting.

**Problem Statement 2 (Prioritized):** JWB has a D rating for the 2018-2019 STAAR results. **Root Cause:** Lack of student growth, lack of data driven instruction and appropriate

intervention, lack of experience and understanding of curriculum. Lack of alignment for assessment and instruction. Reading levels of students is significantly below grade level expectations.

**Problem Statement 3 (Prioritized):** The technology at JWB is not utilized effectively to support instruction. **Root Cause:** There is no technology curriculum. There is a lack of technology etiquette training for students. Technology is not set up to support students independent usage of materials. There is a lack of support for equipment failures and replacement.

**Problem Statement 4 (Prioritized):** JWB Special Populations (Special Education, English Language Learning, Gifted and Talented, 504, Economically Disadvantaged and At Risk) are performing below the general student population indicating a need to close the gap. **Root Cause:** Lack of alignment for assessment and instruction. Lack of researched based curriculum for special populations and interventions. Lack of holding student ownership and accountability for learning.



# School Processes & Programs

## School Processes & Programs Summary

The curriculum and instruction is driven by the TEKS RESOURCE SYSTEM and lesson planning which promote students' learning abilities. Focus Walls were implemented to increase the instructional rigor in the classroom setting as well as the development of critical thinking and problem solving skills. JWB has implemented various components of the Texas Instructional Leadership framework such as unpacking TEKs, measurable daily lesson objectives, and aggressive monitoring. PLCs meet twice weekly at a minimum: one PLC to focus on TIL work and lesson design, and one PLC focused solely on data analysis.

JWB is building a master schedule that optimizes staff and space to increase student choice and opportunity. JWB is adding many dual credit and advanced opportunities to the secondary master schedule for the school year such as On Ramp, honors classes, and two new CTE pathways: Nursing Science and Education and Training. JWB has streamlined the course selection through SchoolLinks and is using course selection data to build a responsive master schedule that better meets the needs and interests of our students.

JWB has added opportunities for staff to share ideas and to provide input in campus issues and programs such as monthly Campus PLC devoted to issues of teaching and learning, monthly faculty meeting focused on campus celebrations and nuts & bolts items, and monthly Pack Leader PLC for campus leadership.

While we have successful programs and processes in place, teacher feedback indicates there is much room for improvement. Teachers would like to have professional development geared towards guided reading, intervention, and differentiation for grade levels. Teachers have a desire to learn and grow from observing each other.

Jubilee Wells Branch Campus goals include:

- Culture built on the mission and vision of Jubilee Academies
- Academic growth
- Retention of teachers
- 1,000 students enrolled
- Development of higher order critical thinking skills
- Increase inquiry and questioning in lesson planning and student conversations to support instruction
- Increased use of problem solving skills in all classrooms
- Encourage the use of a variety of software programs using I-Pads and Chromebooks
- Ensure teachers have technology devices to create and display assignments
- Implement engaging elective choices such as band, choir, theatre, cheer & dance

## School Processes & Programs Strengths

Jubilee Wells Branch will focus especially on student growth and achievement based on data in reading and math. In addition, an increased focus on teaching student ownership of learning, implementation of best strategies, enrichment opportunities and instruction.

Parent involvement is improved evidenced by an active PTO and committed Parent Liaison. The campus has partnered with community organizations such as South University, Austin Community College, Unity football, and Grit to Great. Campus is establishing a strong CTE program serving our high school students focused on CCMR.

Teachers analyze various data points both formal such as STAAR, Benchmarks, ISIP reports, and informal assessments throughout the year during planning time and data meetings to create targeted TEK specific lesson plans and plan effective intervention in small groups. Students in need receive academic intervention during school hours in small group setting that targets specific skills by core teachers, reading interventions, ESL and Special Program staff members.

Jubilee Wells Branch has various strengths represented on our campus as follows:

- Teacher planning that target specific TEKS for instruction
- Teacher analyzed reports/data meetings to develop next steps of reteach and intervention.
- Teacher created data plans based on district assessments and benchmarks
- Weekly team planning and professional development (content collaborative meetings)
- New teachers were instructed to conduct learning walks to observe peers
- Safety Drills are practiced and conducted according to district guidelines
- Students who are in need of academic strength received extra services during the school day
- Implementation of reading and math programs that motivate students to seek progress on their own learning ( I- Station , Imagine Math and Carnegie)
- Implementation of PBIS program to encourage positive student behaviors
- Implementation of “no cell phones” during the school day having students turn in to the teacher in a secure destination or locker during each class period.
- Implementation of student hall passes (secondary), having created different colored hall passes by month, to ensure all teachers are being consistent with to ensure students are where they need to be.
- Implementation of revised tardy policy (secondary) whereas students that are not in the classroom, by the time the tardy bell rings, teachers will close the door and students must go to the front office to get a tardy pass to their class.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Teachers are not utilizing technology effectively to enhance instruction and learning experiences for students **Root Cause:** Teacher turnover is high and minimal training is provided to teachers on how to implement technology as an instructional tool in the classroom. Not all teachers have access to some technology resources.

**Problem Statement 2 (Prioritized):** STEM is vital to the curriculum of our Texas schools. We do not have a plan to ensure the implementation of instruction in STEM; including STEM training for teachers, sufficient student tech devices, and science labs and/or lab supplies to ensure the state requirements for sciences **Root Cause:** JWB lacks STEM resources and professional development strategy.

**Problem Statement 3 (Prioritized):** JWB lacks certain engaging extracurricular activities such as band, choir, theater, cheerleading, dance etc. that may help increase enrollment and retain current students. **Root Cause:** Teacher turnover rate has deterred the overall development and implementation of such programs and the lack of appropriate pay for teachers, in these specialty areas, does not match teacher pay across the state.

# Perceptions

## Perceptions Summary

JWB strives to focus on the Determine Destiny Values which were put in place for all Jubilee schools. The values of JOY , UNDERSTANDING, BALANCE, INTEGRITY, LEADERSHIP, EMPOWERMENT, and EXCELLENCE (Jubilee) continue to be our focus for students , staff and community. It has been the view of staff and the community that while we teach these values to our children, we do not always carry them out as a school.

Climate and culture have presented challenges. At the onset of the 2021-2022 school year, JWB saw a new school principal and a new assistant principal at the Middle/High School level. The elementary campus was left with a vacancy in the role of assistant principal. While we were fortunate enough to retain the majority of our staff and to have our assistant principal assume the role of principal, the change in administration was difficult on the school and home community. It has been a challenge to establish consistency, trust, and relationships with students and the community when JWB regularly experience changes in leadership. In addition, teachers and other staff choose to leave their positions during the school year. Students are left confused by these sudden changes. In order to meet the needs or expectations of all students and the school community, staff members are asked to take on roles beyond their assigned duties in order to fill in the gaps.

There has historically been a frustration with consistent communication, not only in-house, but between home and school.

It is the perception of staff/students/parents that JWB has become the school of “last resort” for many students who have behavior issues at other schools. The perception continues that we have behavior issues that negatively impact instruction. We experience families choosing to send their children to other schools due to the disruption in learning.

Staff perceive a lack of parental support. Teachers feel uncomfortable reaching out to parents to have productive conversations. Students are invited to tutoring and Saturday Academy. The turn out for these extra learning opportunities is low. Teachers are challenged by parents who do not respond to emails or phone calls. A partnership between home and school needs to be established.

Parents, teachers, and staff are frustrated with the amount of instructional time that is spent on testing. The majority of the tests are district created. These tests are often not indicative of actual student performance due to not all Jubilee students being at the same place in their learning. Teachers feel they should have more input into the assessments being required of their students. Teachers are frustrated with the lack of alignment in required curriculum and the assessments given.

The amount of district level involvement is viewed as micro-management. Teachers feel they are not given consistent feedback between district and campus expectations. This perception goes back to the concern with consistent communication.

## Perceptions Strengths

Jubilee Wells Branch celebrates the following areas of strength:

- JWB embraces diversity- we have a very diverse student and staff population
- Administration and leadership are committed to growth mindset and positive behavior reinforcement
- Teachers are looking at data and working towards data conferences with students
- Positive communications are being made to families
- Exciting lessons and examples of best practices are shared with staff
- JWB athletics program is excellent
- Morning announcements are engaging with monthly themes, riddles, positive self talk, announcements of student achievements
- The front office staff create a welcoming environment with thematic decorations and a focus on positive interactions with our families.
- Teacher retention has improved overall and families/students react positively to the consistency of familiar faces on campus
- We strive for each student to have at least one trusted adult on campus to be able to seek out when needed
- Our High School students are able to participate in dual credit courses through no cost to the families. We are focused on college readiness, trades, and military.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** JWB has behavioral issues that interfere with classroom learning. **Root Cause:** A consistent, effective, school wide behavior plan is not used with fidelity. Teachers are lacking in basic classroom management strategies. Teachers lack de-escalation strategies.

**Problem Statement 2 (Prioritized):** Students in grades PK-2 are often tardy or absent. Students are missing instruction which leads to falling behind in foundational learning. **Root Cause:** Parents struggle to understand that academic learning begins in PreK-2nd grades. Primary grades are foundational for all future learning. There is a perception that the younger students "play" and will not be missing anything if tardy or absent from class.

**Problem Statement 3 (Prioritized):** Students have difficulty forming positive relationships with teachers and other staff. They have trouble trusting those in leadership positions. **Root Cause:** Many teachers and staff choose to leave their position in the middle of the school year or after only being a part of JWB for a short period of time. Students notice this and are hesitant to form relationships when the adult may not be a dependable and consistent part of their schooling.

**Problem Statement 4 (Prioritized):** Parent involvement is limited. There is a lack of partnership between home and school. **Root Cause:** Parents are unable to be more involved due to COVID issues- health, finances, time.

# Priority Problem Statements

**Problem Statement 1:** Strategies are not implemented with fidelity and success to support ELL, SpEd, GT, 504, at-risk, and economically disadvantaged learners

**Root Cause 1:** Lack of culturally responsive pedagogy that truly personalizes learning for struggling students.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Transient student population creates lack of consistency and continuity in communication, supports, and student learning

**Root Cause 2:** There is an inability to retain and/or continuous student enrollment.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** JWB struggles to retain current staff.

**Root Cause 3:**

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** The growth of students in the JWB Special populations (Special Education, English Language Learning, Gifted and Talented, 504, Economically Disadvantaged and At Risk) are showing growth at a significantly lower rate compared to typically developing peers.

**Root Cause 4:** There is a lack of professional development for teachers on the direct application of differential instruction. As well as application of accommodations, modifications, and interventions in the general education setting.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** JWB has a D rating for the 2018-2019 STAAR results.

**Root Cause 5:** Lack of student growth, lack of data driven instruction and appropriate intervention, lack of experience and understanding of curriculum. Lack of alignment for assessment and instruction. Reading levels of students is significantly below grade level expectations.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** The technology at JWB is not utilized effectively to support instruction.

**Root Cause 6:** There is no technology curriculum. There is a lack of technology etiquette training for students. Technology is not set up to support students independent usage of materials. There is a lack of support for equipment failures and replacement.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** JWB Special Populations (Special Education, English Language Learning, Gifted and Talented, 504, Economically Disadvantaged and At Risk) are performing below the general student population indicating a need to close the gap.

**Root Cause 7:** Lack of alignment for assessment and instruction. Lack of researched based curriculum for special populations and interventions. Lack of holding student ownership and accountability for learning.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Teachers are not utilizing technology effectively to enhance instruction and learning experiences for students

**Root Cause 8:** Teacher turnover is high and minimal training is provided to teachers on how to implement technology as an instructional tool in the classroom. Not all teachers have access to some technology resources.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** STEM is vital to the curriculum of our Texas schools. We do not have a plan to ensure the implementation of instruction in STEM; including STEM training for teachers, sufficient student tech devices, and science labs and/or lab supplies to ensure the state requirements for sciences

**Root Cause 9:** JWB lacks STEM resources and professional development strategy.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** JWB lacks certain engaging extracurricular activities such as band, choir, theater, cheerleading, dance etc. that may help increase enrollment and retain current students.

**Root Cause 10:** Teacher turnover rate has deterred the overall development and implementation of such programs and the lack of appropriate pay for teachers, in these specialty areas, does not match teacher pay across the state.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 11:** JWB has behavioral issues that interfere with classroom learning.

**Root Cause 11:** A consistent, effective, school wide behavior plan is not used with fidelity. Teachers are lacking in basic classroom management strategies. Teachers lack de-escalation strategies.

**Problem Statement 11 Areas:** Perceptions

**Problem Statement 12:** Students in grades PK-2 are often tardy or absent. Students are missing instruction which leads to falling behind in foundational learning.

**Root Cause 12:** Parents struggle to understand that academic learning begins in PreK-2nd grades. Primary grades are foundational for all future learning. There is a perception that the younger students "play" and will not be missing anything if tardy or absent from class.

**Problem Statement 12 Areas:** Perceptions

**Problem Statement 13:** Students have difficulty forming positive relationships with teachers and other staff. They have trouble trusting those in leadership positions.

**Root Cause 13:** Many teachers and staff choose to leave their position in the middle of the school year or after only being a part of JWB for a short period of time. Students notice this and are hesitant to form relationships when the adult may not be a dependable and consistent part of their schooling.

**Problem Statement 13 Areas:** Perceptions

**Problem Statement 14:** Parent involvement is limited. There is a lack of partnership between home and school.

**Root Cause 14:** Parents are unable to be more involved due to COVID issues- health, finances, time.

**Problem Statement 14 Areas: Perceptions**

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups



- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **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
- Equity data
- T-TESS data
- T-P ESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Communications data
- Capacity and resources data
- Study of best practices
- Action research results
- Other additional data

# Goals

Revised/Approved: May 5, 2023








**Goal 1:** Jubilee Wells Branch will recruit, retain, and support the most qualified and effective educators

**Performance Objective 1:** Jubilee Wells Branch will provide competitive compensation plans to recruit and retain highly effective staff at all levels.

**High Priority**

**Evaluation Data Sources:** HR Census reports/records, payroll records

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide teachers of record with performance-based stipends <b>Strategy's Expected Result/Impact:</b> Recruit and retain highly qualified teachers of record <b>Staff Responsible for Monitoring:</b> Exec. Director of HR, Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> <b>Funding Sources:</b> Performance Stipends (JEI) - FSP 420-PIC 11 Regular Allotment - \$120,000	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 Wells Branch will recruit, retain, and support the most qualified and effective educators

**Performance Objective 2:** Jubilee Wells Branch will be 100% fully staffed by August 1, 2023.

**High Priority**

**Evaluation Data Sources:** HR Vacancy Reports

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Jubilee Wells Branch will attend job fairs in all regions, as well as offer one Jubilee Academies virtual job fair.</p> <p><b>Strategy's Expected Result/Impact:</b> Fully Staffed Campus</p> <p><b>Staff Responsible for Monitoring:</b> Principal and HR Director</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				








**Goal 1:** Jubilee Wells Branch will recruit, retain, and support the most qualified and effective educators

**Performance Objective 3:** Jubilee Wells Branch will support 100% of their new and returning staff through relevant professional development opportunities.

**High Priority**

**Evaluation Data Sources:** Teacher sign in sheets

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional development opportunities for teachers and other staff. <b>Strategy's Expected Result/Impact:</b> Improved student results in STAAR/EOC Achievement. <b>Staff Responsible for Monitoring:</b> Principal and administrators	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 Wells Branch will recruit, retain, and support the most qualified and effective educators

**Performance Objective 4:** Jubilee Wells Branch will implement innovative and effective recruiting practices.

**High Priority**

**Evaluation Data Sources:** HR Vacancy Reports, Recruitment data

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Jubilee Wells Branch will implement aggressive recruiting strategies using multiple recruiting channels such as Indeed, LinkedIn, Job fairs, communication with local universities and colleges, and partnering with staffing firms.</p> <p><b>Strategy's Expected Result/Impact:</b> HR Vacancy Reports, Recruitment data</p> <p><b>Staff Responsible for Monitoring:</b> Principal and APs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b></p> <p><b>Funding Sources:</b> Indeed/ LinkedIn Candidate Finder, Campus Level - FSP 420-PIC 11 Regular Allotment - \$3,000</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 Wells Branch will recruit, retain, and support the most qualified and effective educators

**Performance Objective 5:** Jubilee Wells Branch will increase staff retention efforts.

**High Priority**

**Evaluation Data Sources:** Surveys, HR reports, feedback

**Summative Evaluation:** Significant progress made toward meeting Objective








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Plan teacher / staff appreciation events during BOY, EOY, and MOY.  <b>Strategy's Expected Result/Impact:</b> Increase teacher retention  <b>Staff Responsible for Monitoring:</b> Principals and APs</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture                      - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b>  <b>Funding Sources:</b> Faculty and Staff Appreciation Events - BOY/ MOY/ EOY - FSP 420-PIC 11 Regular Allotment - \$5,000</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 Wells Branch will recruit, retain, and support the most qualified and effective educators

**Performance Objective 6:** Jubilee Wells Branch will develop pathway for professional growth within the school.

**Evaluation Data Sources:** HR reports, teacher surveys

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> JWB will create department head positions for secondary level and grade-level chair positions for elementary level. These will be established in addition to the mentor-mentee program.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve organization structure, Enhance mentoring, Expected Results: Increased efficiency, Improved academic performance, Enhanced communication Improved school performance, Empowered teachers, Personal growth for students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, and instructional coaches.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b></p> <p><b>Funding Sources:</b> Stipend for Department Heads / Grade Level Chair - 211 - Title I, Part A - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 2:** Jubilee Wells Branch will build a strong foundation of academic skills in reading, math, science and social studies.














**Performance Objective 1:** All grade levels will increase performance on State testing by 10% at each performance level Meets or above.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2024 STAAR Data, formative assessments/benchmarks

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Jubilee Wells Branch will provide professional learning opportunities. <b>Strategy's Expected Result/Impact:</b> Increase student outcomes and increase teacher capacity <b>Staff Responsible for Monitoring:</b> Principal and APs	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 30%	 50%	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Jubilee Wells Branch will provide high quality instructional materials. <b>Strategy's Expected Result/Impact:</b> Increased Student Outcomes <b>Staff Responsible for Monitoring:</b> Principal and APs  <b>Funding Sources:</b> Teacher supplies - 211-EF ESF Grant - 211-11-6294-00-009-4-30-0-EF - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 40%	 80%	
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Jubilee Wells Branch will provide responsive learning support for special program students. <b>Strategy's Expected Result/Impact:</b> Increase student outcomes <b>Staff Responsible for Monitoring:</b> Principal and APs  <b>Funding Sources:</b> GT Stipend - FSP 420-PIC 21 Gifted and Talented (G/T) - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 30%	 55%	
<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 Wells Branch will build a strong foundation of academic skills in reading, math, science and social studies.

**Performance Objective 2:** All grade level students (PK - 12) will have access to personalized digital learning and assessment platforms for all content areas.

**High Priority**

**Evaluation Data Sources:** Availability and Access of Digital Platforms

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> These platforms will be utilized by all students and implemented as part of home learning and supplemental instruction in reading strategies, math labs, and science and social studies. These programs will also be utilized for tutoring, and home learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student outcome and growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, and campus instructional coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b></p> <p><b>Funding Sources:</b> Gizmos Learning for Science Labs / Progress Learning - SS/SCI / IXL Learning for Math - FSP 420-PIC 11 Regular Allotment - \$13,000, I-ready Personalized Learning for Reading and Math - FSP 420-PIC 11 Regular Allotment - \$16,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

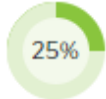






**Goal 2:** Jubilee Wells Branch will build a strong foundation of academic skills in reading, math, science and social studies.

**Performance Objective 3:** Jubilee Wells Branch will increase science achievement scores across all grade levels.

**High Priority**

**Evaluation Data Sources:** STAAR results, baseline tests, diagnostic assessments, MOY, EOY, interim assessments, student participation, student engagement, student retention, teacher retention.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> JWB will purchase STEM resources and equipment, and utilize hands-on activities, Gizmos (virtual science labs and TEKs aligned resource platform), student consumables for daily use, vocabulary resources, and integrated lab experiences and activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased results in science. Increased engagement. Student and Teacher Retention. Improved Culture of STEM.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Campus instructional coaches, teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b></p> <p><b>Funding Sources:</b> Science Materials, Gizmos (Explore Learning) simulations and virtual labs for science; Science Consumables - FSP 420-PIC 11 Regular Allotment - \$10,000</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 2:** Jubilee Wells Branch will build a strong foundation of academic skills in reading, math, science and social studies.

**Performance Objective 4:** JWB will improve reading skills using effective supplemental resources.

**High Priority**

**Evaluation Data Sources:** STAAR results, baseline tests, diagnostic assessments, MOY, EOY, interim assessments, student participation, student engagement, student retention, teacher retention.

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> JWB will purchase resources such as Accelerated Reader. <b>Strategy's Expected Result/Impact:</b> Increase student outcome <b>Staff Responsible for Monitoring:</b> Principal, APs, campus instructional coaches, teachers  <b>Funding Sources:</b> Accelerated Reader - FSP 420-PIC 11 Regular Allotment - \$4,000	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Jubilee Wells Branch will connect all students to career and college pathways.

**Performance Objective 1:** Jubilee Wells Branch will provide curricular and co-curricular activities and opportunities that support college and career readiness for all students in the 2023-2024 school year in order to increase the percentage of students graduating college and career ready to 90% or better by June of 2024.

**HB3 Goal**

**Evaluation Data Sources:** Use of master schedule, SAT scores, TSI, CCMR Accountability Report, Industry-Based Certification Completion Reports

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide ample opportunities for students to test. <b>Strategy's Expected Result/Impact:</b> College acceptance, reduced drop-out rates <b>Staff Responsible for Monitoring:</b> Principas, APs, Counselors, and CTC	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Jubilee Wells Branch will connect all students to career and college pathways. <b>Strategy's Expected Result/Impact:</b> Students will graduate high school with college credits and obtain industry-based certifications <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide students opportunities to participate in career and technology education courses and programs of study. <b>Strategy's Expected Result/Impact:</b> Increase student enrollment in CTE courses and completion rate. <b>Staff Responsible for Monitoring:</b> Principal, AP, counselor	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 3:** Jubilee Wells Branch will connect all students to career and college pathways.

**Performance Objective 2:** Move strategies to Objective 1 and combine as needed.

**Evaluation Data Sources:** Increase the percentage of students graduating college and career ready to 100% by June of 2024

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use of an online platform to create a personalized graduation plan for students to track courses, credits, and CCMR status and introduce elementary students to college and career opportunities.  <b>Strategy's Expected Result/Impact:</b> All students will have a clear path for their own educational goals  <b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide supplemental and co-curricular activities to expose students to post-secondary opportunities.  <b>Strategy's Expected Result/Impact:</b> Increase percentage of students who go to college.  <b>Staff Responsible for Monitoring:</b> Principal, AP, counselor.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop a comprehensive plan for an Early College High School  <b>Strategy's Expected Result/Impact:</b> Attainment of an associates degree  <b>Staff Responsible for Monitoring:</b> Principal, AP, ECHS Coordinator, and Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				











**Goal 4:** Jubilee Wells Branch will become a high performing school.

**Performance Objective 1:** Jubilee Wells Branch will improve the overall campus culture through the implementation of a district-wide structure to include Determined Destiny Culture and Values.

**High Priority**

**Evaluation Data Sources:** sign-in sheets, agendas, surveys

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> With additional time built in to the master schedule, the campus will implement Integrity Huddles (10-20 minutes) <b>Strategy's Expected Result/Impact:</b> Fewer Referrals <b>Staff Responsible for Monitoring:</b> Principal, APs, teachers.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement The Determined Destiny Values & Culture initiatives across all campuses. <b>Strategy's Expected Result/Impact:</b> Improved school culture, student behavior, and shared understanding of JB values, DDC, and DDV. <b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Pillar Leaders, and teachers.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<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 4:** Jubilee Wells Branch will become a high performing school.










**Performance Objective 2:** Jubilee Wells Branch will properly identify and provide targeted support to students identified as at-risk.

**High Priority**






**HB3 Goal**

**Evaluation Data Sources:** Summer School sign in documents & reports, at-risk criteria

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide students with opportunities to accelerate their learning &amp; mentorship.  <b>Strategy's Expected Result/Impact:</b> Improved Student Outcomes  <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, and Teachers  <b>Funding Sources:</b> Tutoring(At-Risk - FSP 420-PIC 11 Regular Allotment - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop a process to properly identify students who are at-risk utilizing the 13 criterions.  <b>Strategy's Expected Result/Impact:</b> Improved Student Outcomes  <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize community supports like T-Chat, Robert Brady Green, etc... to ensure they receive the services the students needs.  <b>Strategy's Expected Result/Impact:</b> Improves Student Outcomes, Culture, and Engagement  <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Create a campus-community bin/grab and go for food, snacks, uniform clothing, supplies, hygiene products.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved support systems for students and families</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Teachers</p> <p><b>Funding Sources:</b> Hygiene products - FSP 420-PIC 11 Regular Allotment - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
		N/A	N/A	
<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 4:** Jubilee Wells Branch will become a high performing school.

**Performance Objective 3:** Increase leadership capacity through training and development.

**High Priority**

**Evaluation Data Sources:** School Performance, Student Outcomes, Retention, Recruitment








**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Leadership team training <b>Strategy's Expected Result/Impact:</b> Increased Student Outcomes and Improved School Performance <b>Staff Responsible for Monitoring:</b> Admin and Associate Sup  <b>Title I:</b> 2.5 <b>Funding Sources:</b> PD for Leaders - FSP 420-PIC 11 Regular Allotment - \$10,000, Consultants - FSP 420-PIC 11 Regular Allotment - \$10,000	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 4:** Jubilee Wells Branch will become a high performing school.

**Performance Objective 4:** JWB will provide strong instructional coaching, feedback, and intervention support to teachers across all grade levels and content areas.

**Evaluation Data Sources:** Increased Student Outcomes








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> JWB will hire two full time campus instructional coaches.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student Outcome</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b></p> <p><b>Funding Sources:</b> Campus Instructional Coaches - FSP 420-PIC 11 Regular Allotment - \$120,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 1:** Jubilee Wells Branch will ensure safety and security for all students and staff.

**Evaluation Data Sources:** safety audits, maintenance logs

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hiring a full time RSO <b>Strategy's Expected Result/Impact:</b> Safer environment <b>Staff Responsible for Monitoring:</b> Principal  <b>Funding Sources:</b> RSO - FSP 420-PIC 11 Regular Allotment - \$50,000	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








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

**Performance Objective 2:** Jubilee Wells Branch will provide 100% of our students with support to assist with social emotional learning & physical needs to create an environment that is conducive to learning

**High Priority**

**Evaluation Data Sources:** PEIMS records, maintenance logs

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hire an experienced full time social emotional counselor. <b>Strategy's Expected Result/Impact:</b> Students will feel safer and their mental health will improve <b>Staff Responsible for Monitoring:</b> Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







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






**Performance Objective 3:** Jubilee Wells Branch will recruit and retain students to achieve an enrollment of 700 students in the 2023-24 school year.

**High Priority**

**Evaluation Data Sources:** Surveys, PIEMS data, recruitment reports

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent liaison will provide families with engagement opportunities to help their children to be more successful at home and in school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student success at home and in school</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison Supervisor &amp; Parent Liaisons</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> Parent Engagement Opportunities such as coffee with the principal, parent academies, etc. - FSP 420-PIC 11 Regular Allotment - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide prospective new families with a "Campus Experience" consisting of a specific tour with talking points and presentations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of Enrollment</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Parent Liaison, Gear-up coordinator, recruitment specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Jubilee Wells Branch will hire a full time student recruiter who will be based at Austin campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased enrollment</p> <p><b>Staff Responsible for Monitoring:</b> Recruiter</p> <p><b>Problem Statements:</b></p> <p><b>Funding Sources:</b> Student Recruiter - FSP 420-PIC 11 Regular Allotment - \$55,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A	N/A	

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> JWB will employ a full time parent liaison. <b>Strategy's Expected Result/Impact:</b> Increased retention, improved community engagement and support. <b>Staff Responsible for Monitoring:</b> Principal and PL district supervisor  <b>Funding Sources:</b> Parent Liaison - 211 - Title I, Part A - \$26,000	Formative			Summative
	Nov	Jan	Mar	June
		N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
BARBARA WALLS	PARAPROFESSIONAL		100%
DAGMARA MARTINEZ	PARENT LIAISON	VACATED-12/11/23	100%
DIANE FORD	PARAPROFESSIONAL	- TITLE I	
EPIPHANIE HAMILTON	PARAPROFESSIONAL		100%
KELLY VEGA	INTERVENIONIST	TITLE I	100%
NOEMI ESTEBAN	PARAPROFESSIONAL - EL	TITLE I	
SARAH MILLS	PARAPROFESSIONAL -	TITLE I	
SERGIO GON	INTERVENIONIST TITLE I - EL		TITLE I
TAYLOR VEGA	LIAISON - PARENT/	TITLE I	



# Campus Funding Summary

FSP 420-PIC 11 Regular Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Performance Stipends (JEI)		\$120,000.00
1	4	1	Indeed/ LinkedIn Candidate Finder, Campus Level		\$3,000.00
1	5	1	Faculty and Staff Appreciation Events - BOY/ MOY/ EOY		\$5,000.00
2	2	1	Gizmos Learning for Science Labs / Progress Learning - SS/SCI / IXL Learning for Math		\$13,000.00
2	2	1	I-ready Personalized Learning for Reading and Math		\$16,000.00
2	3	1	Science Materials, Gizmos (Explore Learning) simulations and virtual labs for science; Science Consumables		\$10,000.00
2	4	1	Accelerated Reader		\$4,000.00
4	2	1	Tutoring(At-Risk)		\$10,000.00
4	2	4	Hygiene products		\$1,000.00
4	3	1	Consultants		\$10,000.00
4	3	1	PD for Leaders		\$10,000.00
4	4	1	Campus Instructional Coaches		\$120,000.00
5	1	1	RSO		\$50,000.00
5	3	1	Parent Engagement Opportunities such as coffee with the principal, parent academies, etc.		\$3,000.00
5	3	3	Student Recruiter		\$55,000.00
<b>Sub-Total</b>					\$430,000.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					<b>-\$430,000.00</b>
FSP 420-PIC 21 Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	GT Stipend		\$3,000.00
<b>Sub-Total</b>					\$3,000.00
<b>Budgeted Fund Source Amount</b>					\$3,000.00
<b>+/- Difference</b>					\$0.00

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

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$3,000.00
<b>+/- Difference</b>					\$3,000.00

**FSP 420-PIC 23 State Special Education (SpEd)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$2,000.00
<b>+/- Difference</b>					\$2,000.00

**FSP 420-PIC 25 State Bilingual/ESL**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$3,000.00
<b>+/- Difference</b>					\$3,000.00

**FSP 420-PIC 91 ATHLETIC**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$5,000.00
<b>+/- Difference</b>					\$5,000.00

**211 - Title I, Part A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Stipend for Department Heads / Grade Level Chair		\$7,000.00
5	3	4	Parent Liaison		\$26,000.00
<b>Sub-Total</b>					\$33,000.00
<b>Budgeted Fund Source Amount</b>					\$15,000.00
<b>+/- Difference</b>					-\$18,000.00

211 - Title I (CARRYOVER FUNDS)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$15,000.00
<b>+/- Difference</b>					\$15,000.00
211-EF ESF Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Teacher supplies	211-11-6294-00-009-4-30-0-EF	\$5,000.00
<b>Sub-Total</b>					\$5,000.00
<b>Budgeted Fund Source Amount</b>					\$57,715.00
<b>+/- Difference</b>					\$52,715.00
<b>Grand Total Budgeted</b>					\$103,715.00
<b>Grand Total Spent</b>					\$471,000.00
<b>+/- Difference</b>					-\$367,285.00