

Fort Worth Independent School District

059 Martin J. Jacquet

2023-2024 Improvement Plan

Accountability Rating: Not Rated



Mission Statement

Jacquet Middle School believes all scholars have potential to achieve success while empowering their social and emotional learning. The culture of Jacquet Middle School will be unwavering in setting high expectations for all, frequent progress monitoring of all scholars, provide relevant opportunities for high-impact learning, and the implementation of 21st century technology to compete in a competitive global society.

Vision

In active partnership with families and community, we will foster a relevant and high-quality education while preparing every scholar to become life-long learners in order to succeed as a productive citizen in a global society.

Value Statement

We, the J. Martin Jacquet staff, collectively commit to:

- Cultivating collaboration amongst staff and students.
- Identifying and meeting all students at their levels to close the gaps.
- Providing opportunities for intellectual, physical, social, emotional, and cultural growth.
- Promoting purposeful, ethical and innovative use of technology.
- Inspiring students' curiosity and creativity for life-long learning.

Our motto:

We are O.N.E.--

- Open-minded thinkers
- Nurturing positive attitudes
- Eager to excel

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Student Learning

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The Texas Education Agency designated Jacquet as a "F" rated campus in the 2019-2020 school year. In the 2021-2022 school year, The Texas Education Agency did not rate Jacquet. In comparison to the 2020-21 STAAR, Grade 6 Mathematics increased by 14% and Grade 7 ELAR increased by 15% in students approaching grade level expectations. Although Jacquet experienced mild (single-digit) to moderate

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Social Studies 8th Grade	29% 6% increase from 2021	10% 4% increase from 2021	1% 5% increase from 2021

Before we can move J. Martin Jacquet from a “F” rating, I think it’s important to understand how TEA calculated this rating. TEA calculates our score using the following three domains: Student Achievement, School Progress, and Closing the Gaps. Below, I’ll briefly break down each domain’s calculation and I will correlate those calculations to our campus instructional goals for the 2022-2023 school year.

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Since J. Martin Jacquet is a secondary 6-8 campus, STAAR Performance is 100% of the Student Achievement (SA) Domain. To calculate STAAR Performance, one must add the total STAAR tests from each subject and find the percentage of all tests rated “Approaching”, “Meets”, and “Masters”. Once having the total percentage points, one must divide the total percentage points by 3, which represents the average of each rating, and this number represents the component score. J. Martin Jacquet received a component score of 22 with a scaled score of 51 for the Student Achievement Domain.

J. Martin Jacquet needs a minimum component score of 38 in order to receive a “C” rating from TEA. We have to aim for 33% (+17%) of all students to “Meet GLEs” in each grade level, in each of the above subjects. Additionally, we have to aim for 11% of all students to “Master GLEs” in each grade level, in each of the above subjects. By increasing 17 percentage points in the “Meets GLE or above” category and by increasing 6 percentage points in “Master GLEs,” J.Martin Jacquet will also increase a total of 23 percentage points in “Approaches GL or Above” (17% + 6%), without solely focusing on “Approaches GL or above.”

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TEA calculates the School Progress (SP) Domain by analyzing the highest of two parts: Part A- Academic Growth and Part B- Relative Performance. Part A refers to the academic growth a student experiences, from the previous test year to the current test year, in Math and Reading Language Arts (RLA). Part B analyzes J. Martin Jacquet’s relative STAAR performance with other secondary 6-8 campuses with similar percentages of economically disadvantaged students. In 2019, J.Martin Jacquet SP Part B score was one point higher than Part A. Still, TEA takes the higher of the two parts, which is also compared to the highest score between SP and SA when considering the overall school rating. As a leadership team, it will be important for us to analyze School Progress Part A and Part B equally since in 2019, there was only a one point difference between the two. During the SY 2021-2022, we will make sure that our teams have a starting point rating for each student’s previous STAAR test. From there, we would track all year to aid in value added growth. Additionally, as the new leader, I question whether 97% Economically Disadvantaged is a true percentage representation of students at J.Martin Jacquet. When considering the task of moving the campus from the "F" rating, I think it's important to make sure that 97% is an accurate percentage to evaluate whether we are in the appropriate "Percentage of Economically Disadvantaged Range."

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Unlike the previous domains, the Closing the Gaps Domain analyzes differentials: SPED, ED, Race/Ethnicity, ELLs, and continuously enrolled or

non-continuously enrolled students. The Closing the Gaps Domain has four components: STAAR “meets” for Math and RLA (Academic Achievement), Academic Growth data from SP Part A, English Language Proficiency (TELPAS data), and STAAR performance data from the SA

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English Learner	51%	50%
SPED	41%	16%

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At J. Martin Jacquet Middle School, we have hardworking students who have an abundance of potential. As the faculty and staff of Jacquet, our

of the science of reading, we would like to make sure there is a strong emphasis on phonemic awareness and phonics (decoding and encoding).

Rtqng o "Uvcg o gpv"5*Rtktkk|gf+ When comparing BOY MAP scores to EOY MAP scores, 33% of all Jacquet students met projected growth in Mathematics (i.e., 6th

School Processes & Programs

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J. Martin Jacquet employs staff who are committed to redefining excellence. All staff are either certified or they're in the process of meeting all certification requirements in their academic teaching area. Unique to Jacquet, our leadership teams consists of teacher leaders, specialists, and admin who collectively refer and recruit staff members to be on our team. Jacquet Leadership teams spearhead the process of recruiting, hiring,

first day of instruction. Additionally, teachers should be included in the referral, interview, and hiring process as a team effort to hire the "best fit" for the students we serve.

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Perceptions

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J. Martin Jacquet's vision statement states, "In active partnership with families and community, we will foster a relevant and high-quality

Priority Problem Statements

Rtqdn g o "Uvcvg o gpv"3: When comparing BOY MAP scores to EOY MAP scores, 40% of all Jacquet students met projected growth in Reading (i.e, 6th grade=41%, 7th grade=42%, and 8th grade=37%).

Tqqv"Ecwug"3: We attribute this low percentage to the failure of systematically identifying tiered groups , the interventions, or lack of interventions, and the tracking of their progress.

Rtqdn g o "Uvcvg o gpv"3" Ctgc: Student Learning

Rtqdn g o "Uvcvg o gpv"4: We have not built strong partnerships with parents and the stop six community.

Tqqv"Ecwug"4: We must regain the faith from parents and community members that we can propel the school forward in academics and behavior expectations. Parents must have consistent, organized, and structured opportunities to participate in school events, and/or outlets to hear their voices/concerns, at least once per six weeks.

Rtqdn g o "Uvcvg o gpv"4" Ctgc: Perceptions

Rtqdn g o "Uvcvg o gpv"5: Jacquet is a unique campus that requires "best fit" staffing to serve our student demographics. An understaffed campus and a high turnover rate for teachers and administration plays a critical role in daily school processes.

Tqqv"Ecwug"5: We have to prioritize completely staffing the campus, with certified teachers, prior to the first day of instruction. Additionally, teachers should be included in the referral, interview, and hiring process as a team effort to hire the "best fit" for the students we serve.

Rtqdn g o "Uvcvg o gpv"5" Ctgc: School Processes & Programs

Rtqdn g o "Uvcvg o gpv"6: When comparing BOY MAP scores to EOY MAP scores, 33% of all Jacquet students met projected growth in Mathematics (i.e., 6th grade=30%, 7th grade=27%, and 8th grade=33%).

Tqqv"Ecwug"6: We attribute this low percentage to the failure of systematically identifying tiered groups , the interventions, or lack of interventions, and the tracking of their progress.

Rtqdn g o "Uvcvg o gpv"6" Ctgc: Student Learning

Comprehensive Needs Assessment Data Documentation

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

K o r t q x g o g p v R i e p p l p i " F e v e

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

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- 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
- Equity data
- T-TESS data

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

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





District Goals

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Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Increase the percentage of all students who who meet Grade Level Expectations (GLEs) in reading from 24% to 40% by

May 2024.

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<p>Cevkqp"Uvgr"4 Teachers will have designated tutoring days/times as well as identified Saturday Quest days.</p> <p>Kpygp fgf" Cwfkpeg JMS Classroom Teachers</p> <p>Rtqxkfgt"l" Rtgugpvg"l" Rgtuqp" Tgurqpukng JMS Classroom Teachers</p> <p>Fcvg*u+"l" Vko ghtc o g September 2023 through May 2024</p> <p>Eqmcdqtcvkpi" Fgrctv o gpvu Core Departments</p> <p>Fgnkxgt{ "Ogvjqf In-Person</p> <p>Hwpfkpi"Uqwtegu Tutoring - Title I (211) - 211-11-6116-04N-059-30-510-000000-24F10 - \$7,000</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Rtqdnq o "Uvcvg o gpv"3: When comparing BOY MAP scores to EOY MAP scores, 40% of all Jacquet students met projected growth in Reading (i.e, 6th grade=41%, 7th grade=42%, and 8th grade=37%). **Tqqv" Ecvug:** We attribute this low percentage to the failure of systematically identifying tiered groups , the interventions, or lack of interventions, and the tracking of their progress.

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Increase the percentage of all students who meet Grade Level Expectations (GLEs) in Math from 7% to 40% in Math by

May 2024.

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JD5"Fluvtkv" I qcn

Cevqpp"Uvgr"5" Fgycknu

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Cevqpp"Uvgr"5 < Ensure ILT and teachers consistently engage in weekly Professional Learning Communities focusing on

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Increase the percentage of 6th through 8th grade students who meet or exceed projected growth on MAP Growth Reading from 40% to 50% by May 2023.

MAP Growth, MAP Fluency, benchmarks, and campus assessments.

1) Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

Teaching at the depth and complexity of the grade level and above standards gives students a better opportunity in meeting or exceeding grade level expectations.

ELA Assistant Principal, ELA Teachers

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VGC

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<p>Cevkqp"Uvgr"4 Teachers will attend Professional Development related to emerging bilinguals, which is 1/3 of our student population.</p> <p>Kpvpgfgf"Cwfkppeg Certified Teachers</p> <p>Fcvg*u+"1"Vko ghtc o g October 2023 through January 2024</p> <p>Eqmcdqtcvki" Fgrctv o gpvu All departments</p> <p>Hwpfki"Uqwtegu - Title I (211) - 211-11-6116-OPD-059-30-510-000000-24F10 - \$5,913.51</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Increase the ADA of JMS students from 93.19% to 95.19% by May 2024.

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Align and leverage programs, resources, and systems of support to improve daily attendance, improve response to discipline, increase parent/

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<p>Cevkqp"Uvgr"4< Develop a PTO and increase the amount of community partnerships with JMS.</p> <p>kpvgpfgf"Cwfkpeg< JMS Families</p> <p>Rtqxkfgt"l"Rtgugpvg"l"Rgtuqp"Turqpukdg< Teachers and Family Engagement Specialist</p> <p>Fcvg*u+"l"Vkohtcog< August 2023</p> <p>Eqmcdqtcvki"Fgrctvogpvu< All Departments</p> <p>Fgnkxgt{"Ogvjqf< In-Person</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"5"Fgvcknu	Tgxkyu			
<p>Cevkqp"Uvgr"5< Develop a series of parent meetings in order to get parents more involved.</p> <p>kpvgpfgf"Cwfkpeg< Parents and Guardians</p> <p>Hwpfkpi"Uqwtegu< - Parent Engagement - 211-61-6399-04L-059-30-510-000000-24F10 - \$1,120</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"6"Fgvcknu	Tgxkyu			
<p>Cevkqp"Uvgr"6< I will purchase general supplies.</p> <p>Hwpfkpi"Uqwtegu< - SPED (199 PIC 23) - - \$9,135</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"7"Fgvcknu	Tgxkyu			
<p>Cevkqp"Uvgr"7< I will purchase snacks for parent meetings.</p> <p>kpvgpfgf"Cwfkpeg< Parents and Guardians</p>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Darrin Stafford	TA III CAI, TITLE I		
Vacant	Assessment Data Analyst		
Vacant	Title I Teacher Assistant (FTE)		

Campus Funding Summary

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1	1	1	1	Adequate recruitment	Data Analyst	211-13-6119-04N-059-30-510-000000-24F10	\$83,711.00
1	1	1	2	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-059-30-510-000000-24F10	\$7,000.00
2	1	1	1	Recruitment and Hiring	Teacher Assistant	211-11-6129-04N-059-30-510-000000-24F10	\$26,983.00
2	1	1	4	Math materials and supplies	Supplies and materials for instructional use	211-11-6399-04N-059-30-510-000000-24F10	\$0.00
3	1	1	1	Recruit and Hire	Extra duty pay for Teacher Assistant	211-11-6129-04N-059-30-510-000000-24F10	\$30,2
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4	1	1	5		Snacks for Parents to promote participation	211-61-6499-04L-059-30-510-000000-24F10	\$2,000.00
Uwd/Vqvcn							\$3,120.00
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-1/"Fkhhgtgpeg							\$0.00
I khvgf" ("Vcngpvgf"*3;;"RKE"43+							
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4	1	1	6		GENERAL SUPPLIES		\$906.00
Uwd/Vqvcn							\$906.00
Dwf igvgf"Hwpf"Uqwteg"C o qwpv							\$906.00
-1/"Fkhhgtgpeg							\$0.00
EVG"*3;;"RKE"44+							
Fkvtkev I qcn	Uejqqn Rgthqt o cpeg Qdlgevxxg	Uvtcvgi {	Cevkqp Uvgr	Tguqwtegu"Pggfgf	Fguetkrvkqp	Ceeqwpv Eqfg	C o qwpv
4	1	1	7		GENERAL SUPPLIES		\$5,384.00
Uwd/Vqvcn							\$5,384.00
Dwf igvgf"Hwpf"Uqwteg"C o qwpv							\$5,384.00
-1/"Fkhhgtgpeg							\$0.00
URGF"*3;;"RKE"45+							
Fkvtkev I qcn	Uejqqn Rgthqt o cpeg Qdlgevxxg	Uvtcvgi {	Cevkqp Uvgr				

