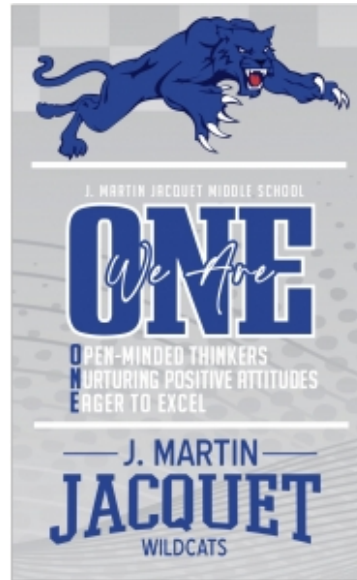


# Fort Worth Independent School District

## 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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# Comprehensive Needs Assessment

Revised/Approved: June 13, 2023

## Demographics

### Demographics Summary

J. Martin Jacquet Middle School is a Title I public school located in the Stop Six community of Fort Worth, Texas. We are a Fort Worth ISD middle school campus that serves students from sixth through eighth grade. Historically, Fort Worth ISD named J. Martin Jacquet MS, Paul Lawrence Dunbar Middle School, but in February 2015, at the urging of the Dunbar Alumni Association, the FWISD Board of Education voted to rename the school after Mr. James Martin Jacquet. Principal Jacquet spent 37 years as an educator in the district, serving as a mathematics teacher before spending 17 years as the principal of Paul Laurence Dunbar High School.

The following describes our student groups who attend our campus:

African American= 65.3%

Hispanic= 31.6%

White, not of Hispanic Origin= 1.5%

Two or more races: 2%

### Other Campus Demographics

J. Martin Jacquet population includes: 97 % of students who identify as Economically Disadvantaged, 19.5% of students who are emerging bilinguals (English Learners), 13.2 % of students receive Special Education services, and a student mobility rate of 31.2%, which is double the percentage rate when compared to the mobility rate of the state of Texas.

Our stakeholders include the parents, community members (FW Advisory Board), school board members, teachers, administrators, and students. Our guiding coalition includes our stakeholders, teacher leaders, and campus administration.

### Demographics Strengths

Jacquet's Guiding Coalition consists of various stakeholders such as parents, teacher leaders, and campus administration. Jacquet's Guiding

Coalition meets, at minimum, once every three weeks. New for the 2023-2024 school year, Jacquet provides staff the opportunity to bring concerns and possible solutions to our optional faculty town hall meetings. During town hall meetings, Jacquet's Guiding Coalition charge is to listen to staff without rebuttal statements, affirm stake in their concerns, and to analyze their proposed solutions.

In complete partnership with Fort Worth ISD, Jacquet's campus administration attends FWISD principal meetings, assistant principal meetings, and new and on-going curriculum training initiatives (i.e., Carnegie Math training, new STAAR questioning training, etc).

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

**Problem Statement 1:** Majority of our demographic populations have not achieved their full potential academically or behaviorally. **Root Cause:** We attribute our demographic populations not achieving their full potential academically or behaviorally to needing more systematic, early detection for RTI processes, and routine, consistent case management of identified students.

**Problem Statement 2:** We must prioritize building positive relationships with students and parents, as a continual process. We must reset expectations daily and not hold on to past behavior issues. **Root Cause:** Jacquet students have severe school behavior challenges due to trauma, the pandemic, and cultural aspects. Additionally, poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

# Student Learning

## Student Learning Summary

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 (double-digit) increases in student performance during the 2021-2022 school year, unfortunately, we still expect that the rating will remain the same.

The table below describes the student performance for each performance level and each tested subject.

Table 1.1 SY 2021-2022 Summary of Student Performance from STAAR

2021-22 STAAR	% Approaches	% Meets	% Masters
Math 6th Grade	39% 14% increase from 2021	7% 3% increase from 2021	3% 2% increase from 2021
Math 7th Grade	16% 1% decrease from 2021	4% 2% decrease from 2021	1% 1% decrease fro, 2021
Math 8th Grade	37% 7% decrease from 2021	9% 5% decrease from 2021	2% 1% decrease from 2021
ELAR 6th Grade	44% 7% increase from 2021	18% 7% increase from 2021	7% 3% increase from 2021
ELAR 7th Grade	62% 15% increase from 2021	27% 4% increase from 2021	10% 2% increase from 2021
ELAR 8th Grade	59% 4%	26% 3% increase from 2021	10% 5% increase from 2021
Science 8th Grade	36% 6% increase from 2021	14% 3% increase from 2021	3% 2% increase from 2021

2021-22 STAAR	% Approaches	% Meets	% Masters
Social Studies 8th Grade	29%	10%	1%
	6% increase from 2021	4% increase from 2021	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.

### Student Achievement Domain

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.”

### School Progress Domain

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."

### Closing the Gaps

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 Domain. Here, I'll do a brief summary of TELPAS and MAP Data and how applying this information will help Jacquet improve our Closing the Gaps score.

When analyzing our SY 2021-2022 TELPAS information, only 18% of all grade levels improved their Composite Rating. Moreover, 28% of students regressed and 54% of students remained the same, according to their Composite Rating. On a brighter note, when we analyze three different data sources, the student data aligns. For the 2021-2022 school year, Jacquet will incorporate listening, speaking, reading, and writing daily instructional initiatives in an effort to intentionally move students in their TELPAS Composite Rating.

Table 1.2: SY 2021-2022 MAP Growth-Math

Student Group	% Met Projected Growth	% Met Projected Growth
	BOY-to-MOY	BOY-to-EOY
All Students	36%	33%
Hispanic	36%	32%
African American	35%	32%
White		
Econ Dis	36%	33%
English Learner	34%	29%
SPED	31%	23%

Table 1.3: SY 2021-2022 MAP Growth-Reading English

Student Group	% Met Projected Growth	% Met Projected Growth
	BOY-to-MOY	BOY-to-EOY
All Students	52%	40%
Hispanic	52%	45%
African American	53%	36%
White		
Econ Dis	53%	40%



Student Group	% Met Projected Growth	% Met Projected Growth
	BOY-to-MOY	BOY-to-EOY
English Learner	51%	50%
SPED	41%	16%

### Student Learning Strengths

At J. Martin Jacquet Middle School, we have hardworking students who have an abundance of potential. As the faculty and staff of Jacquet, our continued job will be to tap into that potential. We exhibited strengths in the following areas:

- 100% of ELA I students received an "Approaching" score.
- 88% of ELA I students received a "Meets" score.
- 100% of Biology students received an "Approaching" score.
- 87% of Biology students received a "Meets" score.
- 92% of Algebra I students received an "Approaching" score.
- 67% of Algebra I students received a "Meets" score.
- 42% of Algebra I students received a "Masters" score.

Since ELA I, Biology, and Algebra I students are advanced classes in secondary 6-8 campuses, the data shows that students involved in GT or advanced classes are performing. As we move Jacquet forward, it's important that we also make sure that students who are in on-level courses are meeting grade-level expectations, at minimum.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 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%). **Root Cause:** 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.

**Problem Statement 2:** On the MAP EOY, 6th grade students had an average RIT score of 199 (3rd grade level), 7th grade students had an average RIT score of 201 (3rd grade level), and 8th grade students had an average RIT score of 204 (4th grade level). **Root Cause:** Students are lacking a strong foundation in reading. Along with the other components

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

**Problem Statement 3 (Prioritized):** 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%). **Root Cause:** 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.

# School Processes & Programs

## School Processes & Programs Summary

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, assigning, and retaining high-quality educators.

The Jacquet Admin Team created the master schedule to align with campus instructional goals. Students have 8 periods per day, 45 minutes each period; however, two of those periods are double-blocked for math and reading subjects. This double-blocked schedule means that *all* Jacquet students receive 90 minutes of math and 90 minutes of RLA every day. It's important to note that we've changed our schedule to reflect the intended student performance goals that we plan to meet this school year.

Students who are not making adequate progress are targeted through MTSS. Branching minds is the platform used to monitor MTSS interventions of Tier 2 and Tier 3 students. Jacquet's SST is in the process of developing concrete operational systems to rapidly identify students who need intervention supports.

During the 2021-2022 school year, our campus provided breakfast in the classroom to all 6th through 8th students to support behavioral expectations, social emotional learning needs, and student classroom performance.

## School Processes & Programs Strengths

- Daily PLCs; Monday through Thursday we focus on academic planning, analyzing data, and first time quality instruction. On Fridays we focus on behavioral intervention support with Jacquet interventionists, counselors, family engagement specialist, and campus administration.
- Campus-Wide DDI protocol
- We require identified Reading and Math Teachers, who need extra support, to meet with their assigned instructional coach a minimum of 45 minutes per week to support lesson planning and other instructional needs.
- Campus Common Assessments (rigor based on STAAR questions and Lead4ward high leverage tools). Data meetings are held after each assessment and teachers use the data to develop re-teach lessons.
- Instructional coaches supporting teachers with High Leverage Tools (Planning Conversation Guide, Pre-Observation, Post-Observation, Analyzing Student Learning).

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** 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. **Root Cause:** 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.

**Problem Statement 2:** The "Jacquet Way" for daily instruction to students must include explicit tenets of first-time quality instruction. **Root Cause:** We must prioritize the Jacquet Way for daily instruction to students. Intentional tier one instruction is currently not our first defense in combatting behavior issues and/or issues relating to unacademically-ready students.

# Perceptions

## Perceptions Summary

J. Martin Jacquet's vision statement states, "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." Our mission statement states, " 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." Moreover, we have adopted the motto that "We are O.N.E" which essentially means that we are creating a sustainable learning community where we dream big, believe in ourselves and achieve greatness.

## Perceptions Strengths

We strive to connect more with our parents and families. We want parents to feel more comfortable in calling, or coming in to the school, and getting their needs met.

This school year, we are focusing on rebuilding our PTO and volunteer opportunities for parents and community members. We encourage parents and community members to participate in the campus decision-making process through the site-based decision making committee which meets a minimum of six times per year.

The Family Engagement Specialist supports families by making personal phone calls, making home visits, providing supports with technology, and providing other resources.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** We have not built strong partnerships with parents and the stop six community. **Root Cause:** 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.

**Problem Statement 2:** We need consistent school-wide activities for students to promote a positive school culture. **Root Cause:** We have unintentionally reinforced negative student behavior by removing incentives and activities central to a middle school's experience.

# Priority Problem Statements

**Problem Statement 1:** 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%).

**Root Cause 1:** 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.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** We have not built strong partnerships with parents and the stop six community.

**Root Cause 2:** 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.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** 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.

**Root Cause 3:** 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.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** 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%).

**Root Cause 4:** 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.

**Problem Statement 4 Areas:** Student Learning

# 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
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## 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.
- 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

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

- 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

#### **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
- Equity data
- T-TESS data

#### **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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results



# District Goals

Revised/Approved: June 13, 2023

**District Goal 1:** 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.

**School Performance Objective 1:** Increase the percentage of all students who who meet Grade Level Expectations (GLEs) in reading from 24% to 40% by May 2024.

**Strategy 1:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** We expect to increase the percentage of Jacquet students who meet Grade Level Expectations in reading on both STAAR Reading and MAP EOY. I will know that this strategy is effective by reviewing key summative assessments: Campus-Based Assessment Data, Interim STAAR data, MAP Growth (Fall to Winter), and EOY Preliminary STAAR Data.

**Staff Responsible for Monitoring:** AP, Data Analyst/Instructional Specialist.

**Title I:**

2.4

**- TEA Priorities:**





Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Hire a Data Analyst to consistently implement the DDI Protocol. Data Analyst will facilitate weekly PLCs and data meetings. <b>Intended Audience:</b> ELA and Math Teachers <b>Provider / Presenter / Person Responsible:</b> Data Analyst and Principal <b>Date(s) / Timeframe:</b> June 2023 (Hiring); Implementation August 2023-May 2024 <b>Collaborating Departments:</b> Math and English <b>Delivery Method:</b> In-person  <b>Funding Sources:</b> Adequate recruitment - Title I (211) - 211-13-6119-04N-059-30-510-000000-24F10 - \$83,711		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Teachers will have designated tutoring days/times as well as identified Saturday Quest days. <b>Intended Audience:</b> JMS Classroom Teachers <b>Provider / Presenter / Person Responsible:</b> JMS Classroom Teachers <b>Date(s) / Timeframe:</b> September 2023 through May 2024 <b>Collaborating Departments:</b> Core Departments <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Tutoring - Title I (211) - 211-11-6116-04N-059-30-510-000000-24F10 - \$7,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 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%). <b>Root Cause:</b> 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.

**District Goal 2:** 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.

**School Performance Objective 1:** Increase the percentage of all students who meet Grade Level Expectations (GLEs) in Math from 7% to 40% in Math by May 2024.

**High Priority**

**HB3 District Goal**

**Strategy 1:** Improve Tier 1 Math instruction using Carnegie Math to focus on the Develop component of instruction by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** We expect to increase the percentage of all students meeting Grade-Level Expectations in Math on STAAR and MAP EOY.

**Staff Responsible for Monitoring:** JMS Administration, Academic Dean, Data Analyst and Instructional Specialist.





**ESF Levers:**

Lever 5: Effective Instruction

- Targeted Support Strategy

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Hire a TA specifically to aid in assisting with math instruction <b>Intended Audience:</b> All math students <b>Provider / Presenter / Person Responsible:</b> Math Assistant Principal <b>Date(s) / Timeframe:</b> June 2023 (Hiring)  <b>Funding Sources:</b> Recruitment and Hiring - Title I (211) - 211-11-6129-04N-059-30-510-000000-24F10 - \$26,983	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Ensure that 100% of all math teachers attend initial Professional Learning Carnegie sessions (Summer training) and on-going Professional Learning Carnegie sessions, twice per month throughout the school year. <b>Intended Audience:</b> All math teachers <b>Provider / Presenter / Person Responsible:</b> Carnegie PD Presenters, Math Assistant Principal, Data Analyst <b>Date(s) / Timeframe:</b> June 2023 (Initial Training); August 2023- May 2024 (On-going training). <b>Delivery Method:</b> In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Ensure ILT and teachers consistently engage in weekly Professional Learning Communities focusing on lesson internalization, planning, and modeling/practicing of lessons. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team (ILT) <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Delivery Method:</b> In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Ensure that math students have binders, with dividers, to organize learning. Additionally, ensure that math students have the following middle school materials, as published by Carnegie Math: Poster paper, markers, scissors, rulers (centimeters opposite inches), glue sticks, colored pencils, index cards, sticky notes, pencils, black dice, red dice, patty paper, unit centimeter cubes, roll of masking tape, calculators, Algebra Tiles (for x & y), two-color counters, spaghetti, modeling clay, floss or thin wire, bird seed, rice, compasses, protractors, blank plain and colored paper, large tablet paper, push pins, paper clips, transparencies, stop watches, string, coins, cups, and paper shopping bags. <b>Intended Audience:</b> Math Students <b>Provider / Presenter / Person Responsible:</b> Math Teachers <b>Date(s) / Timeframe:</b> Purchase July 2023 <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> Math materials and supplies - Title I (211) - 211-11-6399-04N-059-30-510-000000-24F10 - \$0	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> 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%). <b>Root Cause:</b> 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.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 1:** 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.

**Evaluation Data Sources:** MAP Growth, MAP Fluency, benchmarks, and campus assessments.

**Strategy 1:** 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.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** ELA Assistant Principal, ELA Teachers

**Title I:**

2.4

**- TEA Priorities:**





Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Hire a Teacher Assistant <b>Intended Audience:</b> All students <b>Provider / Presenter / Person Responsible:</b> Assistant Principal <b>Date(s) / Timeframe:</b> June 2023 (Hiring) <b>Collaborating Departments:</b> Math and ELA  <b>Funding Sources:</b> Recruit and Hire - Title I (211) - 211-11-6129-04N-059-30-510-000000-24F10 - \$30,254		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Teachers will attend Professional Development related to emerging bilinguals, which is 1/3 of our student population. <b>Intended Audience:</b> Certified Teachers <b>Date(s) / Timeframe:</b> October 2023 through January 2024 <b>Collaborating Departments:</b> All departments  <b>Funding Sources:</b> - Title I (211) - 211-11-6116-OPD-059-30-510-000000-24F10 - \$5,913.51	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Increase the ADA of JMS students from 93.19% to 95.19% by May 2024.

**High Priority**

**Evaluation Data Sources:** Student Attendance Data

**Strategy 1:** Align and leverage programs, resources, and systems of support to improve daily attendance, improve response to discipline, increase parent/school engagement, and improve outcomes on community/student/staff surveys

**Strategy's Expected Result/Impact:** We expect to increase our ADA by 2%.

**Staff Responsible for Monitoring:** All staff members aid in ADA: JMS Admin, Teachers, Interventionists, Attendance Clerk, Attendance Team

**TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> After-school tutoring for at-risk students who meet one of the following criteria: (1) JMS students who are not maintaining a 70 in two or more subjects in the foundation curriculum (Reading and Math) in the current semester. <b>Intended Audience:</b> At-Risk JMS Students <b>Provider / Presenter / Person Responsible:</b> Teachers and Assistant Principal <b>Date(s) / Timeframe:</b> August 2023 through May 2024 <b>Collaborating Departments:</b> Math, Reading, and SPED <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6116-001-059-24-273-000000- - \$8,789				

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Develop a PTO and increase the amount of community partnerships with JMS. <b>Intended Audience:</b> JMS Families <b>Provider / Presenter / Person Responsible:</b> Teachers and Family Engagement Specialist <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> All Departments <b>Delivery Method:</b> In-Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Develop a series of parent meetings in order to get parents more involved. <b>Intended Audience:</b> Parents and Guardians  <b>Funding Sources:</b> - Parent Engagement - 211-61-6399-04L-059-30-510-000000-24F10 - \$1,120	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> I will purchase general supplies.  <b>Funding Sources:</b> - SPED (199 PIC 23) - - \$9,135	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<b>Action Step 5:</b> I will purchase snacks for parent meetings. <b>Intended Audience:</b> Parents and Guardians  <b>Funding Sources:</b> - Parent Engagement - 211-61-6499-04L-059-30-510-000000-24F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<b>Action Step 6:</b> I will purchase supplies.  <b>Funding Sources:</b> - Gifted & Talented (199 PIC 21) - - \$906	Formative			Summative
	Nov	Jan	Mar	June
Action Step 7 Details	Reviews			
<b>Action Step 7:</b> I will purchase supplies.  <b>Funding Sources:</b> - CTE (199 PIC 22) - - \$5,384	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:



## Perceptions

**Problem Statement 1:** We have not built strong partnerships with parents and the stop six community. **Root Cause:** 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.

# 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

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
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	Teacher Assistant	211-11-6129-04N-059-30-510-000000-24F10	\$30,254.00
3	1	1	2		Extra duty pay for PD after hours	211-11-6116-0PD-059-30-510-000000-24F10	\$5,913.51
Sub-Total							\$153,861.51
Budgeted Fund Source Amount							\$153,861.51
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-059-24-273-000000-	\$8,789.00
Sub-Total							\$8,789.00
Budgeted Fund Source Amount							\$8,789.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	3		Supplies and materials for parental involvement	211-61-6399-04L-059-30-510-000000-24F10	\$1,120.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	5		Snacks for Parents to promote participation	211-61-6499-04L-059-30-510-000000-24F10	\$2,000.00
Sub-Total							\$3,120.00
Budgeted Fund Source Amount							\$3,120.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	6		GENERAL SUPPLIES		\$906.00
Sub-Total							\$906.00
Budgeted Fund Source Amount							\$906.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	7		GENERAL SUPPLIES		\$5,384.00
Sub-Total							\$5,384.00
Budgeted Fund Source Amount							\$5,384.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	4		GENERAL SUPPLIES		\$9,135.00
Sub-Total							\$9,135.00
Budgeted Fund Source Amount							\$9,135.00
+/- Difference							\$0.00
Grand Total Budgeted							\$181,195.51

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Grand Total Spent							\$181,195.51
+/- Difference							\$0.00