

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Foreman, Kristin

Campus Name: 059 - J Martin Jacquet MS
Fort Worth ISD Mission Statement

Executive Director: Rian Townsend

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2021.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2021.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2021.

School Profile

Student Enrollment by Program

Attendance Rate: 6.06

Special Education: 13.2

Dual Language/ESL: 19.3

Gifted and Talented: 7.3

Career and Technology: 66.5

Percentage of at-risk students: 80.5

Percentage of English Language (EL) students: 19.5

Percentage of economically disadvantage students: 95.3

2020-2021 Campus Site-Based Committee

Name	Role
Kristin Foreman	Principal
Christopher Mitchell	Teacher
Jennifer Polk	Teacher
Tonia Robertson	Parent
John Whitfield	Teacher
Peggy Saldivar	Campus Non-Teacher Professional
Keith Christmas	Campus Non-Teacher Professional
Aundrae Hall	Campus Non-Teacher Professional
Imelda Dunlap	Campus Non-Teacher Professional
Sarah Jones	Teacher
Ricki Clark	Community Representative
Leigh Frazier	District Level Staff
Ann Burgess	Teacher
Cheriece Overstreet	Campus Non-Teacher Professional

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for J Martin Jacquet MS. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2021-2022, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 51	54 - F
Domain 2: School Progress 55	
Domain 3: Closing The Gaps 53	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2020-2021 School Year

I certify acceptance and compliance with all provisions set forth by:

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Yes Title I, Part A; and

No Turnaround Plans

[Click here to see the full Guide to Campus Assurances](#)

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

Comprehensive Needs Assessment Summary for 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
Demographics	1. Diverse student population.	1. Proper identification of student supports and/or placement. Projection for 2020-21: 92 SpEd / 220 LEP (119 L-T EL) / 50 Dyslexia	1. Improve Tier 1 instruction
	2. The faculty population at the campus is equally as diverse as the student population.	2. There is a need to decrease a high mobility rate of over 42%	2. Create a positive school culture and narrative
	3.	3.	3. Retain high quality teachers
Student Achievement	1. Teachers are receptive to change and are accepting the new systems and procedures including Data-Driven Instructional Systems and Student and Staff culture components.	1. For 2019, the campus was an F rating for receiving a Domain 1: Student Achievement score of 51, Domain 2A: Academic Growth score of 54, Domain 2B: Relative Performance score of 55, and Domain 3: Closing the Gaps score of 53. The campus Overall Score was 5.	5.
	2. Professional Learning community time is integrated daily into the core content master schedule	2. Math performance: 46% Approaches, 15% Meets, and 1% Masters. ELAR performance: 49% Approaches, 17% Meets, and 7% Masters. Writing performance: 33% Approaches, 9% Meets, and 1% Masters. Science performance: 55% Approaches, 23% Meets, and 7% Masters. Social	
	3.	3.	
School Culture and Climate	1. Teachers are supportive of one another.	1. School wide implementation of a positive behavior system.	
	2. Teachers have new expectations for academic performance and positive school culture.	2. Authentic relationships building between teachers and students.	
	3.	3.	
Staff Quality/ Professional Development	1. The instructional leadership team has received training in Data-Driven Instructional practices and the Six Steps effective feedback. The team is empowered to lead content PLCs to create IPCs, data-tracking systems, and to provide targeted feedback to teachers.	1. Most of the teachers are new, or have less than 5 years experience, or are new to a content. Therefore, there is a need for all teachers to implement and apply the practices set forth in the Data-Driven Instructional system and responding to action steps provided by the lead instructional team to improve the quality of instruction.	
	2. All team members will receive professional development weekly and attend PLCs each day. Professional development targets are aligned to the Best Practices: Standards Alignment and Formative Assessment and Feedback and specified in the Effective Schools Framework.	2. Identified Best Practices' evidence is applied in classrooms to improve the quality of instruction and all teachers are following a sequence within the Instructional Planning Calendar	
	3.	3.	

Curriculum, Instruction, and Assessment	1.	The instructional leadership team has received training in Data-Driven Instructional practices and the Six Steps effective feedback. The team is empowered to lead content PLCs to create IPCS, data-tracking systems, and to provide targeted feedback to teach	1.	There is a need for all teachers to create and implement a aligned Instructional Planning Calendar aligned to STAAR expected outcomes and to teach each of the aligned TEKS at the appropriate level of rigor. These systems must be monitored electronically a
	2.	All team members will receive professional development weekly and attend PLCs each day. Professional development targets are aligned to the Best Practices: Standards Alignment and Formative Assessment and Feedback, and the Seven Levers of Effective Leader	2.	Teachers need to create aligned formative assessment and employ all outlined evidence of best Practices within their PLCs. There is a need to monitor application of the Best Practices within planning, lesson plans, and classrooms.
	3.		3.	
Family and Community Involvement	1.	Parents, students and staff report satisfaction with the new direction of the campus.	1.	Improve parent involvement campus wide.
	2.	Social media outlets were created to communicate effectively with parents.	2.	There is a need to increase parental involvement in the academic success targets for students and their understanding of student goals and expected outcomes
	3.	The campus is added a full-time Parent Liaison and parents are interested in starting a PTA.	3.	Parenting classes or parental resource options. Parents need to know more about the resources available to them for academic, social, and emotional support.
School Context and Organization	1.	The campus has 3 APs, a Data Analyst, and 3 Instructional Specialists to support student outcomes. (Only 2 Instructional Specialists are on staff for the 2020-2021 school year)	1.	There is a need to support the new and returning teachers to the campus.
	2.	Professional Learning Communities meet daily.	2.	PLCs and ongoing PD and supports are needed to increase the quality of Tier 1 instruction.
	3.	Students are scheduled by grade levels to increase community awareness and sense of belonging.	3.	Additional opportunities to collaborate with grade level peers across the district.

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 059 - J Martin Jacquet MS

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Executive Director: Rian Townsend

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	LITERACY: Percent of students in reading on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	--	--	--	10%	
	MATH: Percent of students in math on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	93.96	30.91	8.00	40.91	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Utilize data to drive instruction to make sure high leverage TEKS (SEs) are targeted during the TIER I and supported instructional delivery.	Utilize the Data Analyst to analyze data, pull & distribute data, as well as facilitate PLC/Meetings.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	6/30/2021	Title I	79,000	Completed	The Instructional Leadership Team will support identified teachers by coaching and provided relevant PLCs to improve teacher quality.
2 Title I	Participate in ongoing Professional Development and PLCs focused on standard alignment, instructional practices, formative assessments, and data analysis and instructional adjustment to increase the content knowledge and expertise (Teacher Quality) of teachers, especially teachers who are new to teaching and/or the campus.	Utilize the Teaching & Learning Content Specialists, as well as coaches to support the instructional practices and content knowledge of the teachers and administrators.	Instructional Leadership	11/20/2020	Title I	2,500	Not Started	The Instructional Leadership Team will support identified teachers by coaching and providing relevant PLCs to improve teacher quality.
3 Title I	Participate in ongoing Professional Development and PLCs focused on standard alignment, instructional practices, formative assessments, and data analysis and instructional adjustment to increase the content knowledge and expertise (Teacher Quality) of teachers, especially teachers who are new to teaching and/or the campus.	Utilize resources and supplies to support the planning of PLCs	Principal,Assistant Principal,Instructional Leadership	5/28/2021	Title I	7,717	Not Started	The Instructional Leadership Team will support identified teachers by coaching and provided relevant PLCs to improve teacher quality.
4 Title I	Participate in ongoing Professional Development and PLCs focused on standard alignment, instructional practices, formative assessments, and data analysis and instructional adjustment to increase the content knowledge and expertise (Teacher Quality) of teachers, especially teachers who are new to teaching and/or the campus.	Attend various training/ workshops/ to support the enhancement the quality of Tier 1 instruction and data informed instructional practices.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	5/28/2021	School Improvement	18,000	Not Started	The leadership team will support and engage teachers by facilitating training/workshops related to aligning instructional design to the TEKS, data analysis and instructional adjustments, and formative assessments.

5	Title I	Utilize the Curriculum Framework to plan lessons that align the learning objective to the TEKS, instructional practices, and formative/summative assessments.	Utilize supplies and instructional resources to provide additional instructional support outside of the school day to ensure student growth.	Principal,Instructional Leadership,Teacher (s),Data Analyst	5/28/2021	School Improvement	5,480	Not Started	Best practices strategies resulting ensuring student growth.
6	Title I	Utilize the Curriculum Framework to plan lessons that align the learning objective to the TEKS, instructional practices, and formative/summative assessments.	Provide subs for professional development that occurs during the school day.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	School Improvement	2,394	Not Started	The Instructional Leadership Team will support teachers by coaching and provided relevant PLCs to improve teacher quality and ensure student growth.
7	Title I	Utilize data from the NWEA Map, NWEA fluency, District Benchmarks, and Campus-Based assessments to drive instruction to make sure high leverage TEKS (SEs) are targeted during the TIER I and supported during small group instruction.	Utilize our Computer Lab Asst. to assess students in small groups using the Campus and District electronic resources and assessments (e.g. MAP Growth, Benchmarks, etc.)	Principal,Assistant Principal,Instructional Leadership,Data Analyst	11/20/2020	Title I	28,000		The leadership team will support teachers by coaching and provided relevant PLCs to improve teacher quality.
8	SPED	Utilize the Curriculum Framework to plan lessons that align the learning objective to the TEKS, instructional practices, and formative/summative assessments.	Utilize supplies and instructional resources to support the classroom learning environment	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	5/20/2021	Special Education	8,787		The leadership team will support teachers by coaching and providing actionable feedback to improve teacher quality.
9	Title I	Utilize the Curriculum Framework to plan lessons that align the learning objective to the TEKS, instructional practices, and formative/summative assessments.	Utilize supplies and instructional resources to support the classroom learning environment	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	5/20/2021	Gifted & Talented	445		The leadership team will support teachers by coaching and providing actionable feedback to improve teacher quality.
10	Title I	Utilize the Curriculum Framework to plan lessons that align the learning objective to the TEKS, instructional practices, and formative/summative assessments.	Utilize supplies and instructional resources to support the classroom learning environment	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	5/20/2021	Bilingual	718		The leadership team will support teachers by coaching and providing actionable feedback to improve teacher quality.
11	Title I	Utilize data from NWEA MAP, District Benchmarks, and Campus Based Assessments to drive instruction to make sure high leverage TEKS(SEs) are targeted during TIER I and supported during small group instruction.	Establish a student accountability system for students to set goals, know their data, and monitor their own progress throughout the year.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	11/20/2020	SCE	7,795		Students will know their data and take ownership of their growth
12	Title I	Utilize the Curriculum Framework to plan lessons that align the learning objective to the TEKS, instructional practices, and formative/summative assessments.	Utilize supplies and instructional resources to support the classroom learning environment	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Data Analyst	6/25/2021	Local (Basic Allotment)	26,817		The leadership team will support teachers by coaching and providing actionable feedback to improve teacher quality.

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2020-2021 Mission Goals Action Plan

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Reading will increase from	19	30	EOY
	STAAR: Percent of students at grade level or above in Math will increase from	16	26	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Participate in ongoing Professional Development and PLCs focused on standard alignment, instructional practices, formative assessments, and data analysis and instructional adjustment to increase the content knowledge and expertise (Teacher Quality) of teachers, especially teachers who are new to teaching and/or the campus.	Utilize the Teaching & Learning Content Specialists, as well as coaches to support the instructional practices and content knowledge of the teachers and administrators.	Instructional Leadership	5/28/2021	Title I	2,500	Not Started	The Instructional Leadership Team will support identified teachers by coaching and provided relevant PLCs to improve teacher quality.
2 Title I	Participate in ongoing Professional Development and PLCs focused on standard alignment, instructional practices, formative assessments, and data analysis and instructional adjustment to increase the content knowledge and expertise (Teacher Quality) of teachers, especially teachers who are new to teaching and/or the campus.	Utilize resources and supplies to support the planning of PLCs	Principal,Assistant Principal,Instructional Leadership	5/28/2021	Title I	7,717	Not Started	The Instructional Leadership Team will support identified teachers by coaching and provided relevant PLCs to improve teacher quality.
3 Title I			Principal,Assistant Principal,Instructional Leadership,External Stakeholder,Data Analyst	11/20/2020	Title I	28,000		

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Parent organization membership will increase as measured by the School Profile from	0	100 people	EOY
	PBIS - The number of 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease for target student groups from	0	30%	EOY
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	0	50%	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Increase positive communications with stakeholders with the assistance of full-time Parent Communications Specialist	Hire 1 full time Family Communications specialist part family liaison and to provide parent education and support to families.		11/20/2020	Title I	45,000		The Family Communication Liaison will serve as a translator to help bridge the communication gap to increase parental involvement.
2 Title I	Increase school wide positive behavior culture	Hire a full time behavior specialist	Principal	11/20/2020	Title I	58,000		The behavior specialist will provide coaching and support to students and staff.
3 Title I	Increase positive communication with stakeholders.	Use a variety of methods to highlight and inform parents about school priorities and current information	Principal,Instructional Leadership,Student Support Services	11/20/2020	Title I	180		To develop an electronic bi-weekly parent newsletter
4 Title I	Increase a positive behavior culture school wide with behavior, attendance, and academic achievements	Utilize various incentives to encourage and promote a positive school culture	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	5/20/2021	Title I	5,000		Create a positive building culture
5 Title I	Increase parental voice in the school culture	Develop a parent organization by soliciting parents to join	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	11/20/2020	Title I	3,000		

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

059 - J Martin Jacquet MS

→ Budget Allotment Summary →	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL Allotment
	\$ 26,817.00	\$ 7,795.00	-	\$ 718.00	\$ 445.00	\$ 8,787.00	\$ 266,614.00	\$ 311,176.00

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Budget Summary

Principal: Foreman, Kristin

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Summary by Fund Source

Fund Source →	Local Basic Allotment	SCE <small>State Compensatory Education</small>	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CIP
Academic Excellence Goals	\$ 26,817.00	\$ 7,795.00	-	\$ 718.00	\$ 445.00	\$ 8,787.00	\$ 117,217.00	\$ 161,779.00
Mission	-	-	-	-	-	-	\$ 38,217.00	\$ 38,217.00
Learning Environment Goals	-	-	-	-	-	-	\$ 111,180.00	\$ 111,180.00
Total Allocated	\$ 26,817.00	\$ 7,795.00	-	\$ 718.00	\$ 445.00	\$ 8,787.00	\$ 266,614.00	\$ 311,176.00
Percent Budgeted	100%	100%	0%	100%	100%	100%	100%	100%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	School Improvement	Other	Total
	Amount	-	-	-	-	-	\$ 25,874.00	-	\$ 25,874.00