

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 059 - J Martin Jacquet MS

Principal: Dr. Cheryl Johnson

Executive Director: Susan Hernandez

Fort Worth ISD Mission Statement

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 2019.

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 2019.

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 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 91.1

Special Education: 12.4

Dual Language/ESL: 15.5

Gifted and Talented: 6.8

Career and Technology: 56.8

Percentage of at-risk students: 86.4

Percentage of English Language (EL) students: 15.6

Percentage of economically disadvantage students: 93.9

2019-2020 Campus Site-Based Committee

Name	Role
Dr. Cheryl Johnson	Principal
Ms. Tempest Williams	Business Representative
Mr. Ashton Smith	Business Representative
Ms. Krishonda Russell	Community Representative
Ms. Mary James	Community Representative
Mr. Chris Mitchell	Teacher
Ms. Jennifer Polk	Teacher
Ms. Tonia Robertson	Teacher
MSG John Whitfield	Teacher
Ms. Peggy Saldivar	Campus Non-Teacher Professional
Ms. Regina Powe	Parent
Ms. Victoria Henderson	Parent
Mr. Carlos Walker	District Level Staff
Ms. Nakia Cole	District Level Staff

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 2019-2020, 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	49 - Improvement Required
Domain 2: School Progress 55	
Domain 3: Closing The Gaps 36	

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 2019-2020 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

Yes 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 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	<ol style="list-style-type: none"> 1. Diverse student population. 2. The faculty population at the campus is equally as diverse as the student population. 3. 	<ol style="list-style-type: none"> 1. Proper identification of student supports and/or placement 2. There is a need to decrease a high mobility rate of over 42% 3. 	<ol style="list-style-type: none"> 1. 2. Provide training and resources to ensure proper application of the five Transformation Zone Levers (Coaching and Feedback, Data-Driven Instruction, Curriculum & Instruction, Professional Learning Community, School Culture)
Student Achievement	<ol style="list-style-type: none"> 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 2. Professional Learning community time is integrated daily into the core content master schedule 3. 	<ol style="list-style-type: none"> 1. For 2019, the campus is 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 54. Domain 3 was a 17 point increase over the previous year. 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 Studies performance: 27% Approaches, 7% Meets, and 3% Masters. 3. 	<ol style="list-style-type: none"> 3. Improve Reading, Writing and Math Proficiency between grade levels and student groups. 4. Provide resources to support the social, emotional needs of students and staff. 5. Increase parent awareness to support student academic and social-emotional needs.
School Culture and Climate	<ol style="list-style-type: none"> 1. All team members have been training on new climate and culture procedures. 2. Students have new expectations for academic performance and restorative practices. 3. 	<ol style="list-style-type: none"> 1. Students and teachers need to implement all components of the Staff and Student Culture Rubric 2. Teachers need to implement the effective components of restorative practice. 3. 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> 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 for improvement. 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 Leadership from Paul Bambrick. 3. 	<ol style="list-style-type: none"> 1. Considering 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. These actions need to be monitored by the lead instructional team during all PLCs 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. 	

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 teachers for improvement.	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 and in person by the Lead Instructional Team.
	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 Leadership from Paul Bambrick.	2.	Teachers need to create aligned formative assessment and employ all outlined evidence of the two best Practices within their PLCs. There is a need to monitor application of the two Best Practices within planning, lesson plans, and classrooms.
	3.		3.	
Family and Community Involvement	1.	During Meet the Team Night parents reported satisfaction with the new direction of the campus	1.	There is a need to increase parental involvement in school activities
	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 adding an additional Parent Liaison and several 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 the principal	1.	There is a need to support the new and returning teachers to the campus. There are eight teachers will zero years experience, and twenty teachers with one-five years experience.
	2.	SBDM, Rtl, and Leadership Meetings are held monthly to inform faculty	2.	PLCs and ongoing PD and supports are needed to increase the quality of instruction with the new grade level structure
	3.	Students are scheduled by grade levels to increase community awareness and sense of belonging	3.	

Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 059 - J Martin Jacquet MS

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Math -Percent of students in Grades 6-8 performing on or above grade level standard on their STAAR Math assessment will increase from 22% to 30% by 2019.	47.24	15.91	4.25	75	

Strategies for Improvement								
Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	Title I	Integration of conceptual math curriculum with a coaching and feedback cycle.	Principal		Local (Basic Allotment)	5,000		
2	Title I	Provide opportunities for students to obtain additional instruction for acceleration/remediation outside of the school day.	Instructional Leadership		Title I	15,000		
3	Title I	Integration of a cohesive and consistent coaching and feedback model to improve the leadership capacity of all team members.	Instructional Leadership		Title I	2,500		
4	Title I	Teachers are following all components of the Planning Map and following Backwards Design to improve two Best Practices - 1) Standards Alignment and 2) Assessment/Formative Feedback.	Instructional Leadership		Title I	2,500		

5	Title I	Develop programs to build the capacity of campus leadership teams.	Action 1: Professional development prior to the opening of school to establish and communicate clear roles and responsibilities from the campus administration to the team. Action 2: PD focuses on building the capacity of the principal, assistant principals, teacher leaders, and instructional coaches through data-driven instruction and coaching and feedback training.	Principal	Title I	20,000		
6	Title I	Integration of high quality, consistent lesson plan expectations with accountability measures for staff (e.g. data tracking, reteach tracking, growth targets). Additionally, communication regarding expectations and values from administration (principal, APs, instructional coaches, teacher leaders etc.) to staff.	Action 1: Establish professional learning community norms, lesson plan review, including formative assessments, model lessons, teachers practice implementation and embedded data monitoring practices for daily PLCs. Action 2: Provide communication regarding expectations and values from administration (principal, APs, instructional coaches, teacher leaders etc.) to staff.	Instructional Leadership	Title I	5,000		
7	Title I	Integrate the use of video software and instructional software to enhance lesson delivery, student engagement, and teacher reflection.	Action 1: Purchase video software for teachers to record instruction and use during feedback reflections. Action 2: Purchase supplemental software and supplies to enhance lessons.	Instructional Leadership	Title I	25,000		
8	Title I	Instructional practices are used to meet the needs of both struggling learners and learners needing acceleration.	Action 1: Purchase resources to support students needed accelerated instruction through print-rich materials and hands-on manipulatives. Action 2: Provide students resources to track their own data, set goals, and advocate for their needs in the classroom.	Instructional Leadership	Gifted & Talented	407		
9	LEP	All teachers will create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.	Action 1: Teachers will have access to various resources such as All-in-Learning, Lead4Ward, Flocabulary, TEKS Resource System (TRS), STEMscopes, and the DBQ Project to support diverse learners.	Principal	Bilingual	400		
10	Title I	All teachers will create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.	Action 1: Teachers will have access to various resources such as All-in-Learning, Lead4Ward, Flocabulary, TEKS Resource System (TRS), STEMscopes, and the DBQ Project to support diverse learners.	Principal	Local (Basic Allotment)	9,715		
11	SPED	Instructional practices are used to meet the needs of both struggling learners and learners needing acceleration.	Action 1: Purchase resources to support students needed accelerated instruction through print-rich materials and hands-on manipulatives. Action 2: Provide students resources to track their own data, set goals, and advocate for their needs in the classroom.	Principal	Special Education	5,000		

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14								
15								

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 2019-2020 Mission Goals Action Plan

Campus Name: 059 - J Martin Jacquet MS

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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	17	50	EOY
	Percent of students progressing one composite level on TELPAS will increase from	13	30	

Strategies for Improvement								
Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Integration of a comprehensive literacy curriculum and a coaching and feedback cycle.	Action 1: Summer training to create IPCs and select high leverage TEKS Action 2: Classroom observations following professional development to ensure integration of best practices. Action 3: Integrating literacy stations to enhance small group instruction and implementation of a scripted, secondary curriculum	Instructional Leadership		Title I	5,000		
2 Title I	Integration of a cohesive and consistent Data-Driven Instruction (DDI) model to improve the leadership capacity of all team members.	Action 1: All team members will receive training and implement the DDI Calendar Map. Action 2: All team members will receive training and implement the Data Analysis Meeting on a weekly basis. Action 3: All team members will receive training and implement an aligned Week-by-Week reteach calendar and six-week IPC. Action 4: Provide time for teachers to complete IPCs and deepen content through pull-outs and observation times	Instructional Leadership		Title I	10,000		
3 SPED	Teachers use instructional practices in order to meet the needs of both struggling learners and learners needing acceleration.	Action 1: Purchase resources to support students needed accelerated instruction through print-rich materials and hands-on manipulatives. Action 2: Provide students resources to track their own data, set goals, and advocate for their needs in the classroom.	Principal		Special Education	3,875		
4 Title I	All teachers will create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.	Action 1: Teachers will have access to various resources such as All-in-Learning, Lead4Ward, Flocabulary, TEKS Resource System (TRS), STEMscopes, and the DBQ Project to support diverse learners.	Instructional Leadership		SCE	7,514		

5	Title I	All teachers will create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.	Action 1: Teachers will have access to various resources such as All-in-Learning, Lead4Ward, Flocabulary, TEKS Resource System (TRS), STEMscopes, and the DBQ Project to support diverse learners. Action 2: Purchase document cameras and other technology to support instruction with technology.	Instructional Leadership		Title I	20,875		
6	LEP	All teachers will create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.	Action 1: Teachers will have access to various resources such as All-in-Learning, Lead4Ward, Flocabulary, TEKS Resource System (TRS), STEMscopes, and the DBQ Project to support diverse learners. Action 2: Purchase document cameras and other technology to support instruction with technology.	Instructional Leadership		Bilingual	433		
7	Title I	Teachers use instructional practices in order to meet the needs of both struggling learners and learners needing acceleration.	Action 1: Purchase resources to support students needed accelerated instruction through print-rich materials and hands-on manipulatives. Action 2: Provide students resources to track their own data, set goals, and advocate for their needs in the classroom.	Instructional Leadership		Title I	25,000		
8	Title I	All teachers will create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.	Action 1: Teachers will have access to various resources such as All-in-Learning, Lead4Ward, Flocabulary, TEKS Resource System (TRS), STEMscopes, and the DBQ Project to support diverse learners. Action 2: Purchase document cameras and other technology to support instruction with technology.	Instructional Leadership		Local (Basic Allotment)	10,000		
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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 2019-2020 Learning Environment Goals Action Plan

Campus Name: 059 - J Martin Jacquet MS

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	30	45	
	PBIS - The number of 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease for target student groups from	788	552	
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	0	75	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Students and teachers will implement components of the Staff and Student Culture Rubric.	Action 1: PD prior to the opening of school for application and training on the culture rubric and to practice routines and systems. Action 2: Systems and Routines are aligned to the Vision and Values. Action 3: Purchase resources (banners, posters for hallway, inspirational materials) to build campus culture.	Teacher(s)		Title I	20,000		
2 Title I	Increase positive communication with stakeholders.	Action 1: At the beginning of the year all parents are provided an opportunity to sign up for Parent Portal Action 2: Provide a BOY Parent/Guardian Open House Action 3: Use a variety of communication methods to highlight and inform parents and the community about upcoming events. Action 4: Purchase equipment (printers, laminators, poster makers, etc) to support parent outreach.	Principal		Local (Basic Allotment)	5,000		
3 Title I	Improve social and emotional connections and other programs based on student choice and need.	Action 1: Teachers and staff will be trained by the From the Heart Educational Group on Cultural Competence and Implicit Bias. Action 2: Restorative practices will be used by teachers to build relationships and repair harm (when applicable). Action 3: FWCP Intervention Specialist and Case Manager will manage a caseload to provide students with additional support. Action 4: APs will use restorative practices when appropriate in dealing with disciplinary issues.	Instructional Leadership		Title I	20,000		
4 Title I	The School Wellness Action Team (SWAT) will provide teachers strategies to improve social/emotional wellness of students and staff.	Action 1: Designate a campus Wellness Coordinator. Action 2: Recruit SWAT team members. Action 3: Follow District guidelines and recommendations for implementation of SWAT events. Action 4: Purchase resources to increase the social/emotional wellness of the students and staff.	Other		Local (Basic Allotment)	10,000		

5	Title I	Students and teachers will implement components of the Staff and Student Culture Rubric.	<p>Action 1: PD prior to the opening of school for application and training on the culture rubric and to practice routines and systems.</p> <p>Action 2: Systems and Routines are aligned to the Vision and Values.</p> <p>Action 3: Purchase resources (banners, posters for hallway, inspirational materials) to build campus culture.</p>	Instructional Leadership		Local (Basic Allotment)	5,000		
6	Title I	Increase positive communication with stakeholders.	<p>Action 1: Use a variety of communication methods to highlight and inform parents and the community about upcoming events.</p> <p>Action 2: Purchase equipment (printers, laminators, poster makers, etc) to support parent outreach.</p> <p>Action 3: Provide opportunities for parents and students to attend academic and social events with the campus.</p>	Instructional Leadership		Title I	25,000		
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12									
13									
14									
15									

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:

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<div> <div>→</div> <div> <div>Budget</div> <div>Allotment</div> <div>Summary</div> </div> <div>→</div> </div>	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL Allotment
	\$ 44,715.00	\$ 7,514.00	-	\$ 833.00	\$ 407.00	\$ 8,875.00	\$ 195,875.50	\$ 258,219.50

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Budget Summary

Principal: Dr. Cheryl Johnson

Executive Director: Susan Hernandez

Summary by Fund Source	
State	100%
Federal	0%
Local	0%
Other	0%

Fund Source →	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CIP
Academic Excellence Goals	\$ 14,715.00	-	-	\$ 400.00	\$ 407.00	\$ 5,000.00	\$ 70,000.00	\$ 90,522.00
Mission	\$ 10,000.00	\$ 7,514.00	-	\$ 433.00	-	\$ 3,875.00	\$ 60,875.00	\$ 82,697.00
Learning Environment Goals	\$ 20,000.00	-	-	-	-	-	\$ 65,000.00	\$ 85,000.00
Total Allocated	\$ 44,715.00	\$ 7,514.00	-	\$ 833.00	\$ 407.00	\$ 8,875.00	\$ 195,875.00	\$ 258,219.00
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	-	-	-	-	-	-	-	-