

Jean Massieu Academy

District Improvement Plan

2026-2027

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Board Approved 10/25/26

Jean Massieu Academy

Mission Statement

Jean Massieu Academy provides an inclusive, student-centered education where every learner is known, valued, and supported. Through innovative teaching, strong family partnerships, and a nurturing community, we empower students to discover their strengths, achieve academic excellence, and prepare for their future.

Motto

Together We S.O.A.R.

Safety

Ownership

Achievement

Respect

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Federal Programs Statement

The district receives federal monies from Title I Part A, Title I Part C, Title II Part A, Title III Part A, and Title IV Part A in relationship to the Every Student Succeeds Act (ESSA). ESSA is the federal K-12 education law that replaced No Child Left Behind and reauthorized the Elementary and Secondary Education Act of 1965. All district monies related to these Title funds will be utilized to directly support the intended purpose and program beneficiaries as listed below:

Title I, Part A: Improving Basic Programs

Intended Purpose – to enable all children to meet the state student performance standards Intended Beneficiaries – students who experience difficulties mastering the state academic achievement standards, including those from low-income homes

Title II, Part A: Supporting Effective Instruction

Intended Purpose – increase student academic achievement through improving teacher and principal quality

Intended Beneficiaries – teachers, principals, assistant principals, and others as appropriate to program intent

Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Intended Purpose – to ensure that English Learners (EL's) and immigrant students attain English proficiency and develop high levels of academic achievement in English

Intended Beneficiaries – English learners, including immigrant children and youth

Title IV, Part A: Student Support and Academic Enrichment

Intended Purpose – to improve school conditions for student learning and improve the use of technology to improve academic outcomes

Intended Beneficiaries – all students

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SCHOOLWIDE PROGRAM ELEMENTS

Jean Massieu Academy utilizes a Schoolwide Program model. The Schoolwide Program requires the following elements:

1. Comprehensive Needs Assessment (CNA) - Must conduct a CNA of the entire school/district which includes information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA.

2. District/Campus Improvement Plan (DIP/CIP) that is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, paraprofessionals present in the school, specialized instructional support personnel, technical assistance providers, school staff, secondary students, and other individuals determined by the school. The plan must also be developed in coordination and integrated with other Federal, State, and local services, resources, and programs, such as programs supported under ESSA

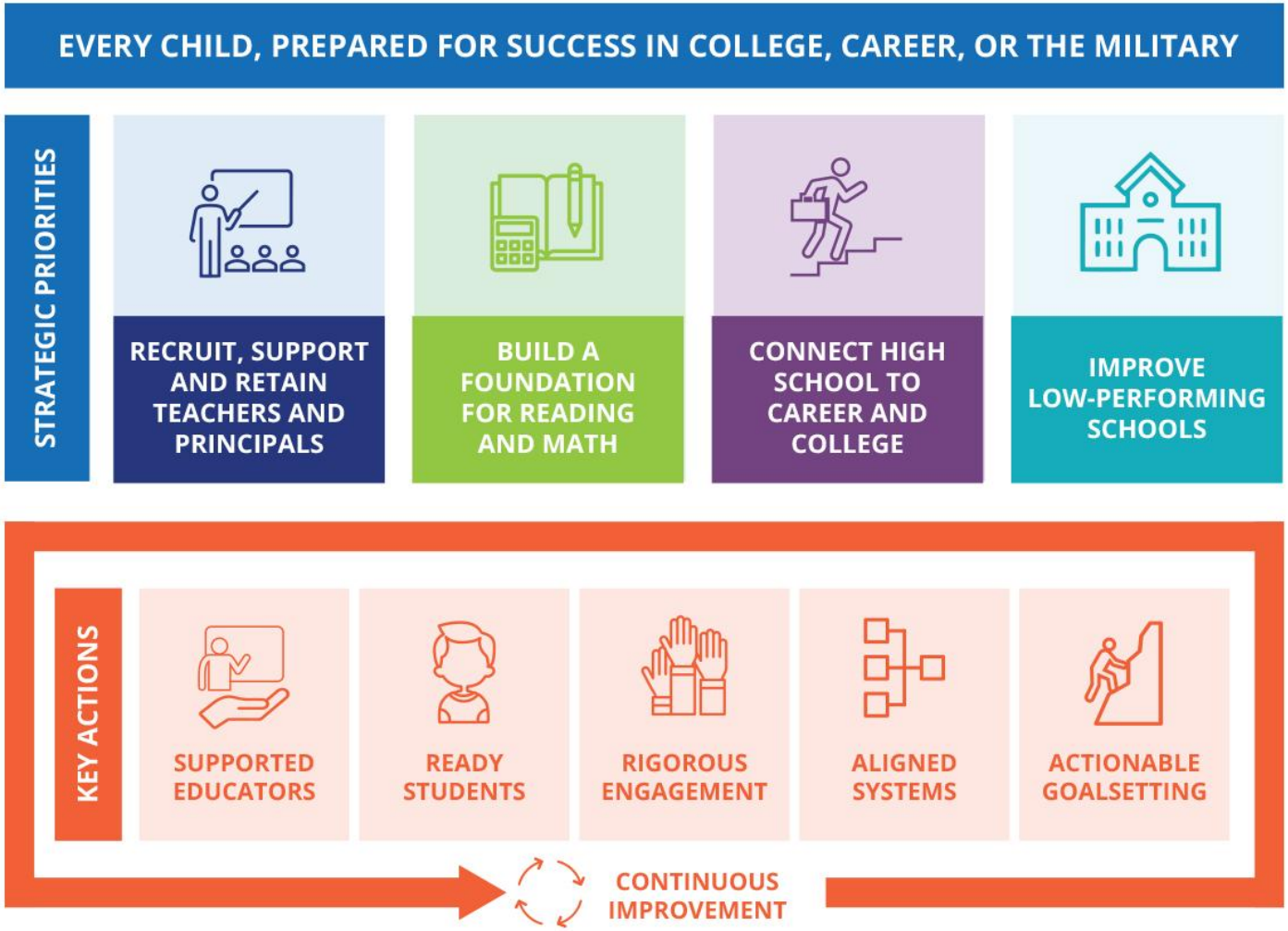
The plan must be available to the public and based on the CNA. It must be maintained and reviewed regularly throughout the school year.

The Plan must include a description of:

- The strategies that the school will be implementing to address school needs, including a description of how such strategies will
    - Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards;
    - Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
    - Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (IDEA);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

3. Parent and Family Engagement - A campus that receives Title I, Part A funds must conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.



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Comprehensive Needs Assessment

Summary of Needs

Priority #1: Jean Massieu Academy performs significantly below the state in 3rd grade reading and math.

Priority #2: Jean Massieu Academy does not offer extra-curricular opportunities to students in the areas of art, music, or athletics.

Priority #3: Student attendance percentages fall below the district goal of 95%.

Goals

Goal 1: JMA will improve 3rd grade reading and math scores to meet or exceed state-wide performance.

TEA Priorities: Build a foundation for reading and math.

Performance Objective 1: JMA will meet or exceed 33% of students meeting grade level or above on the STAAR reading assessment.

Strategy 1: Strategic Staffing	Reviews			
	November	January	March	June
The district will strategically staff PK-3rd grade classrooms with highly effective teachers to improve early childhood outcomes. The district will hire a full-time ESL specialist to support language acquisition and reading skills in early childhood.				
Strategy 2 : Interventions	November	January	March	June
The ESL specialist will provide language pull-out interventions for students who are not yet proficient in English. A structured MTSS system will be implemented to provide data-driven interventions to students who are below grade level.				
Strategy 3: PLCs	November	January	March	June
Weekly PLC structures will be solidified, with the support of the LIFT grant, to support instructional alignment and full implementation of the Bluebonnet reading curriculum.				
Strategy 4: Intentional Instruction Time	November	January	March	June

Additional minutes will be allotted in the instructional schedule for reading. Teachers will be provided with professional development regarding how to maximize this instructional time.				

Performance Objective 2: JMA will meet or exceed 25% of students meeting grade level or above on the STAAR math assessment.

Strategy 1: Strategic Staffing	Reviews			
	November	January	March	June
The district will strategically staff PK-3rd grade classrooms with highly effective teachers to improve early childhood outcomes.				
Strategy 2 : Interventions	November	January	March	June
A structured MTSS system will be implemented to provide data-driven interventions to students who are below grade level.				
Strategy 3: PLCs	November	January	March	June
Weekly PLC structures will be solidified, with the support of the LIFT grant, to support student work analysis and data-driven instruction.				
Strategy 4: Intentional Instruction Time	November	January	March	June

Additional minutes will be allotted in the instructional schedule for math. Teachers will be provided with professional development regarding how to maximize this instructional time.				

Goal 2: JMA will improve student attendance rate from 93% to 95%.

TEA Priorities: Build a foundation for reading and math.

Performance Objective 1: Six weeks attendance reports will demonstrate higher percentages of student attendance.

Strategy 1: Communication	Reviews			
	November	January	March	June
General communications regarding attendance will be sent via newsletters, flyers, the school website, and Class Dojo. Teachers will communicate any student with more than two consecutive absences to administration for timely intervention. JMA will establish parent portal connection for parents to access student attendance information.	1st 6 Weeks: 94.058%			
Strategy 2 : Counseling Support	November	January	March	June
Students experiencing emotional or behavioral difficulties will receive targeted support from the school counselor.				
Strategy 3: Rewards and Incentives	November	January	March	June

Six-week award ceremonies will honor students with perfect attendance. Incentive opportunities (extra recess, picnic, obstacle course, popcorn/movie, etc.) will be provided to students who meet the 95% attendance target.				

Performance Objective 2: Chronic absenteeism will decrease from 25% to 17%.

Strategy 1: Attendance Intervention Plans	Reviews			
	November	January	March	June
Attendance intervention plans will be enacted as part of the MTSS program for any student exceeding three unexcused absences per six weeks.				
Strategy 2 : Counseling	November	January	March	June
Counseling support will be offered for any student exceeding three unexcused absences per six weeks.				
Strategy 3 : Mentorship Program	November	January	March	June
Pair each chronically absent secondary student with an adult on campus other than their classroom teacher who checks in on their attendance. Pair each chronically absent elementary student with a high school student who checks on their attendance.				

Goal 3: JMA will increase extra-curricular and co-curricular opportunities for students.

TEA Priorities: Improve low performing schools.

Performance Objective 1: JMA will increase opportunities for students to engage in fine arts activities.

Strategy 1: Strategic Staffing	Reviews			
	November	January	March	June
JMA will recruit and retain teachers with specialized skills to incorporate fine arts into the student experience. Weekly art classes will be added to the schedule for all students K-9.				
Strategy 2 : Special Events	November	January	March	June
Special events will include fine arts aspects: - Christmas Program - Art Displays - Student performances at awards - Talent Show				

Performance Objective 2: JMA will increase opportunities for students to engage in physical activities and athletics.

Strategy 1: Expanded Recess Opportunities	Reviews			
	November	January	March	June
Recess opportunities will be expanded to PK- 12th grade.				
Strategy 2: Athletics	November	January	March	June

JMA will pursue membership in a charter school athletic league for the 2027-2028 school year. JMA will attempt to participate in track meets in Spring of 2027.				
Strategy 3: PE Curriculum	November	January	March	June
JMA will adopt and implement CATCH PE/Health curriculum to enhance the existing PE program.				

Addendum 1: Title 1 Part A Required Descriptions

Description 1 – How the LEA will **monitor students' progress in meeting the challenging State academic standards** by:

The school develops and implements a comprehensive instructional program designed to meet the academic, college, career, and social-emotional needs of all students. This includes the use of high-quality instructional materials, teacher coaching and mentoring, professional development, dual-credit opportunities, career and technical education, college and military readiness programs, and counseling services that support student mental health and wellness.

The school identifies students who may be at risk for academic failure, including students who have not met grade-level, STAAR, or EOC expectations, emergent bilingual students, students receiving special education services, and students experiencing foster care or homelessness. Student progress is monitored through benchmark and diagnostic assessments, report cards and progress reports, STAAR, EOC, and TELPAS results, and other available academic data.

Students identified as needing additional support receive targeted educational assistance through a multi-tiered system of supports, small-group instruction and acceleration, tutoring offered before, during, or after school, and summer school opportunities. The school also implements strategies to strengthen academic programs and improve conditions for student learning, including supplemental curricula, counseling and wraparound services, teacher coaching and professional development, curriculum alignment, and ongoing teacher collaboration through professional learning communities and data-driven instructional practices.

Description 2 – **Teacher Quality**: The LEA Plan shall describe how the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

The LEA strives to ensure that all students, regardless of socioeconomic status or background, have access to effective, experienced, and appropriately certified teachers. While the LEA prioritizes hiring certified teachers, it may occasionally employ teachers who are enrolled in an alternative certification program. Inexperienced or out-of-field teachers are supported through mentoring and coaching, professional development focused on effective instructional practices, and ongoing teacher

evaluations and feedback. These supports are designed to strengthen teacher effectiveness and ensure equitable access to high-quality instruction for all students.

Description 3 – School Improvement:

The LEA Plan shall include how the LEA will carry out its School Improvement responsibilities if any campuses within the LEA are identified by TEA as Comprehensive Support and Improvement, Targeted Support and Improvement, and/or Additional Targeted Support.

The LEA does have a campus identified for Comprehensive Support and Improvement. The TIP is available on the district website.

Description 4 – Measure of Poverty:

The LEA Plan shall include the measure of poverty that will be used to select school attendance areas. Statute allows LEAs to select from the following measures of poverty:

- Children, ages 5 through 17, inclusive, in poverty counted in the most recent census data approved by the Secretary of Education; Children eligible for free and/or reduced-price lunches under the National School Lunch Act; [Note: The Community Eligibility Provision is a method of qualifying students for the National School Lunch Program and can be used to establish a campus's low-income percentage.]
- Children in families receiving assistance under Title IV, Part A of the Social Security Act (Temporary Assistance to Needy Families, or TANF);
- Children eligible to receive medical assistance under the Medicaid program; or

JMA utilizes a composite of the measures listed above to determine the percentage of economically disadvantaged students at each campus.

Description 5 – Nature of Programs:

The district does not provide services for children living in local institutions for neglected or delinquent children.

Description 6 – Services to Homeless Children and Youth:

JMA identifies students experiencing homelessness during the registration/enrollment process and throughout the year as circumstances warrant. The Special Programs Director reviews the student residency questionnaires and contacts parents to guide them through the intake process. ABC ISD provides students with wrap-around services and referrals to community agencies based on identified individual student needs to ensure students are successful.

Description 7 – Parent and Family Engagement: The LEA Plan shall include the strategies the LEA will use to implement effective parent and family engagement. The parent family engagement policy can be found on the school website.

Description 8 – Early Childhood Education Programs and Transition Plans:

JMA does not reserve Title I, Part A funds for preschool programs, but PreK and Kindergarten teachers meet with parents and provide parent/student tours of the campus before the school year to support students making the transition from home or daycare to PreK.

Description 9 –Identification of Eligible Children – Targeted Assistance Program:

JMA does not have any schools operating a targeted assistance program.

Description 10 – Middle to High School/High School to Postsecondary Transitions:

JMA counselors and administrators meet with all JH/MS students to identify students' interests and skills prior to enrolling in HS. Parent meetings for each grade level are held annually to ensure that students transition successfully as they progress from JH/MS to HS. JMA partners with Tarrant County College and McMurray University to provide dual enrollment opportunities. The district coordinates with institutions of higher education, employers, and other local partners to integrate CTE content and work-based learning opportunities to the extent feasible.

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Description 11 – **Discipline Disproportionality**:

The LEA implements a schoolwide positive behavior approach that teaches appropriate behavior and ensures student safety in a supportive learning environment. The LEA also utilizes Multi-Tiered Systems of Support (MTSS), mental health signs and symptoms training, suicide prevention/intervention/postvention training, and restorative discipline practices to address student needs and reduce the use of discipline practices that remove students from the classroom. As part of the continuous improvement process, discipline data is reviewed annually and disaggregated by student subgroups to identify disproportionality and inform ongoing improvement efforts.

Description 12 – **Coordination and Integration**:

JMA counselor and campus administration work with students individually to address needs. All students have access to enroll in dual credit courses and earn industry-based certifications.

Description 13 – **Other Proposed Uses of Funds**: Any other information on how the LEA proposes to use funds to meet the purposes of this grant, and that the LEA determines appropriate to provide, which may include how the LEA will:

1. Assist schools in identifying and serving gifted and talented students; and
2. Assist schools in developing effective school library programs to provide students with an opportunity to develop digital literacy skills and improve academic achievement.

JMA utilizes all Title I, Part A funds to support the schoolwide programs. GT state allotment funds are utilized to identify and serve gifted and talented students. Although JMA does not have a school library, the general fund is utilized to provide students with opportunities to develop digital literacy skills and improve their academic achievement.