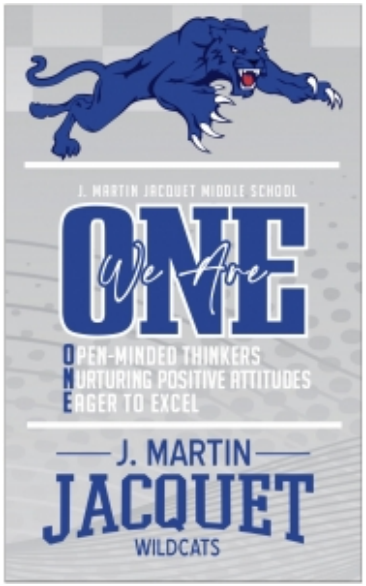
Fort Worth Independent School District

059 Martin J. Jacquet

2026-2027 Campus Improvement Plan



Board Approval Date: November 10, 2026

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: November 10, 2026

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, community members, and campus administration.

Jacquet's Guiding Coalition meets, at minimum, once every six weeks.

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, Lead4Ward, Data Driven Instruction, etc).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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

After several years in an "Improvement Required" status, or "F" rating, The Texas Education Agency designated Jacquet as a "D" rated campus in the **2024-2025** school year. So, how did we receive a "D" rating and what was the quantitative grade?

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 c scaled score of 55 for the Student Achievement Domain.

School Progress Domain

TEA calculates the School Progress (SP) Domain by analyzing the highest of two parts: Part A (Domain IIA)- 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 (Domain IIB) analyzes J. Martin Jacquet’s relative STAAR performance with other secondary 6-8 campuses with similar percentages of economically disadvantaged students. Consequently, for the 2023-2024 school year, J. Martin Jacquet MS received a 59% in Domain IIA, and we received a 60% in Domain II B.

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 2023-2024 TELPAS information, the results indicated that 45% of our students improved their score, 47% remained the same and 12% regressed. When comparing the 2023-2024 TELPAS results with the 2022-2023 TELPAS results, only 12% of students improved, an increase of +33 points! Additionally, in the 2022-2023 school year, we had 0 student to exit TELPAS based on scoring Advanced High and obtaining a "Meets" score on their ELA STAAR. For the 2023-2024 school year, we exited 23 students! We attribute this increase to incorporating listening, speaking, reading, and writing daily instructional initiatives in an effort to intentionally move students in their TELPAS Composite Rating. We received a 76% for our Domain III rating.

Overall School Rating

To summarize, for the 2023-2024 school year, we received a 55% for Domain IA, 59% for Domain 2A, 60% for Domain 2B, and a 76% for

Domain 3. When averaging the highest two percentages, Domain 2B- 60% and Domain 3 at 76%, our overall rating was a 65% (D).

Moving forward, J. Martin Jacquet Middle School has a growth goal for the 2024-2025 school year to move from a "D" rating to a "B" rating by increasing our Domain 2A score from a 59% to a 79%, increasing our Domain 2B score (School Progress) from a 60% to an 80%, and by increasing our Domain 3 score from a 76% to an 86% thereby increasing our overall score from a 65% to an 83%.

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, 58% of all Jacquet students met projected growth in Reading (i.e, 6th grade=58%, 7th grade=54%, and 8th grade=60%).
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 (Prioritized): When comparing BOY MAP scores to EOY MAP scores, 55% of all Jacquet students met projected growth in Mathematics (i.e., 6th grade=59%, 7th grade=52%, and 8th grade=53%).
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 3: 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).

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 4 periods per day, 90 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.

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 (Prioritized): 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 who are not ready academically.

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 (Prioritized): 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 schooler's experience.

Priority Problem Statements

Problem Statement 1: Majority of our demographic populations have not achieved their full potential academically or behaviorally.

Root Cause 1: 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 1 Areas: Demographics

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 2: 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.

Problem Statement 2 Areas: Demographics

Problem Statement 3: When comparing BOY MAP scores to EOY MAP scores, 58% of all Jacquet students met projected growth in Reading (i.e, 6th grade=58%, 7th grade=54%, and 8th grade=60%).

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

Problem Statement 3 Areas: Student Learning

Problem Statement 4: When comparing BOY MAP scores to EOY MAP scores, 55% of all Jacquet students met projected growth in Mathematics (i.e., 6th grade=59%, 7th grade=52%, and 8th grade=53%).

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

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

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

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The "Jacquet Way" for daily instruction to students must include explicit tenets of first-time quality instruction

Root Cause 6: 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 who are not ready academically.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: We have not built strong partnerships with parents and the stop six community.

Root Cause 7: 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 7 Areas: Perceptions

Problem Statement 8: We need consistent school-wide activities for students to promote a positive school culture.

Root Cause 8: We have unintentionally reinforced negative student behavior by removing incentives and activities central to a middle schooler's experience.

Problem Statement 8 Areas: Perceptions

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)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Intervention data

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from X% to Y%.

Performance Objective 1: Decrease the percentage of 6th - 8th grade students that score '0' on extended constructed responses (ECR) on their relevant grade level assessment from 45% to 33% by June 2027.

Evaluation Data Sources: STAAR

Strategy 1: Teachers will implement a consistent structured writing framework (Jane Schaffer Method) across all ELA classrooms to provide students with a scaffolded process for constructing written responses.

Strategy's Expected Result/Impact: We expect to increase teacher capacity in the writing process and to improve the number of students who score higher than a "0" on any given constructed response.

Staff Responsible for Monitoring: Principal, Assistant Principal-ELA

Title I:
2.51, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Establish a consistent PLC protocol that includes constructed response data review and instructional strategies as a standing agenda item. **Intended Audience:** ELA Grades 6th through 8th **Provider / Presenter / Person Responsible:** Assistant Principal, Principal **Date(s) / Timeframe:** August 26-May 27 **Collaborating Departments:** ELA, ILT **Delivery Method:** PLC	 Moderate Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Campus will utilize Title 1 funds for other reading materials to support student ECRs/SCRs. **Intended Audience:** Students Grades 6-8 **Provider / Presenter / Person Responsible:** Librarian **Date(s) / Timeframe:** Aug 26- May 27 **Collaborating Departments:** ELA, Administration **Delivery Method:** PLC, In Person **Funding Sources:** Other Reading Materials - Title I (211) - 211-11-6329-502-059-30-059-101000 - $500	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: The campus will provide targeted small group intervention for students identified as at-risk writers, focusing on sentence construction and the ability to generate a text-based response.

Strategy's Expected Result/Impact: We expect that this will decrease the number of students scoring a 0 on the constructed responses.

Staff Responsible for Monitoring: Assistant Principal- ELA, Principal

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Use STAAR data from the previous year to determine who scored a 0 on constructed responses. **Intended Audience:** ELA Grades 6th-8th **Provider / Presenter / Person Responsible:** Assistant Principal - ELA, Principal **Date(s) / Timeframe:** August 26-May27 **Collaborating Departments:** ELA, Administrators **Delivery Method:** In Person	 Moderate Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Schedule small group intervention times during advisory or PLC time, before and after school tutoring, and Saturday school. **Intended Audience:** ELA Grades 6th-8th **Provider / Presenter / Person Responsible:** Assistant Principal - ELA, Principal, ELA staff Grades 6th-8th **Date(s) / Timeframe:** August 26-May 27 **Collaborating Departments:** ELA, Administrators, Teachers **Delivery Method:** In Person **Funding Sources:** Extra duty - Title I (211) - 211-11-6116-502-059-30-059-101000 - $5,000, Fringe Extra Duty Professional - Title I (211) - 211-XX-614X-502-059-30-059-101000 - $900	 Some Progress		

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Progress monitor identified students using constructed response checks every 6 weeks. **Intended Audience:** ELA Grades 6th-8th **Provider / Presenter / Person Responsible:** Assistant Principal - ELA, Principal, ELA staff Grades 6th-8th **Date(s) / Timeframe:** August 26-May27 **Collaborating Departments:** ELA **Delivery Method:** In Person	 Moderate Progress		

Action Step 4 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 4: Utilize Title 1 and local funds to purchase general supplies, classroom resources, instructional materials to support student learning. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** None **Date(s) / Timeframe:** August 26-May 27 **Collaborating Departments:** None **Delivery Method:** None **Funding Sources:** General Supplies - Title I (211) - 211-11-6399-502-059-30-059-101000 - $4,167.28	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: When comparing BOY MAP scores to EOY MAP scores, 58% of all Jacquet students met projected growth in Reading (i.e, 6th grade=58%, 7th grade=54%, and 8th grade=60%). **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.

Goal 2: Reduce the number of schools that are rated F from X% to Y%.

Performance Objective 1: Increase the percentage of 6th through 8th grade students that score meets grade level or above on ELAR benchmark assessments from 33% to 45% by June 2027.
Increase the performance of Caucasian students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 19% to 30% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Develop the capacity of 6-8 ELA teachers to implement the FWISD Literacy Framework (SAVAAS/iReady) through targeted professional development in, data analysis and TEKS-aligned instructional strategies using district approved resources to maximize student learning and instruction.

Strategy's Expected Result/Impact: Increase understanding and application of TEKS and SAVAAS (HQIM). Increase capacity to analyze and disaggregate subgroup data to respond to student learning.

Staff Responsible for Monitoring: Principal, Assistant Principal-ELA

Title I:
2.51, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Use PLC meetings to reinforce PD content and connect teacher learning directly to student data and instructional next steps. **Intended Audience:** ELA Grades 6th-8th **Provider / Presenter / Person Responsible:** ELA Department Lead, Assistant Principal-ELA, Principal **Date(s) / Timeframe:** Two to three times a week during PLC.	 Moderate Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: The leadership team will conduct weekly walkthroughs to observe the implementation of the FWISD Literacy Framework, data driven instructional strategies and provide timely feedback tied to T-TESS domains. **Intended Audience:** ELA Grades 6th-8th **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** Weekly	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: When comparing BOY MAP scores to EOY MAP scores, 58% of all Jacquet students met projected growth in Reading (i.e, 6th grade=58%, 7th grade=54%, and 8th grade=60%). **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.

Goal 2: Reduce the number of schools that are rated F from X% to Y%.

Performance Objective 2: Increase the percentage of 6th through 8th grade students that score meets grade level or above on Math benchmark assessments from 30% to 50% by June 2027.
Increase the performance of Caucasian students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 26% to 45% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Strengthen Tier 1 math instruction by improving PLC cycles focusing on unpacking high-priority TEKS, analyzing benchmark and common assessment data, and monitoring the effective delivery of district designed student centered lessons which are aligned to the TEKS. Campus administrators will provide ongoing feedback through walkthroughs, data discussions, and instructional monitoring with an emphasis on increasing student engagement, academic discourse, checks for understanding and rigorous tasks while reducing teacher talk and passive learning structures to increase overall Math Meets performance from 30% to 50% by June 2027.

Strategy's Expected Result/Impact: Consistent implementation of rigorous Tier 1 instruction and increased student engagement will improve student mastery of grade level TEKS, resulting in increased mathematical discourse, stronger problem solving skills, and growth in Math Meets performance from 30% to 50% by June 2027.

Staff Responsible for Monitoring: Administrators, Math Team

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Campus administrators will conduct walkthroughs using a look for tool focused on fidelity of lesson implementation, student engagement, academic discourse, checks for understanding, and reduced teacher talk. Walkthrough trends and student performance data will be reviewed during department PLC meetings to determine instructional adjustments and targeted support needs. **Intended Audience:** Jacquet 6th - 8th math students **Provider / Presenter / Person Responsible:** Math Teacher, Administrators **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** Math **Delivery Method:** In person	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Math teachers will implement district designed lessons with fidelity by incorporating structured student discourse, collaborative problem solving opportunities, frequent checks for understanding, and rigorous student tasks in daily instruction. Teachers will analyze formative assessments and benchmark data during department PLC meetings to adjust instructional delivery, targeted intervention groups, and reteach strategies based on student performance trends. **Intended Audience:** Jacquet 6th - 8th math students **Provider / Presenter / Person Responsible:** Math Teacher, Administrators **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** Math **Delivery Method:** In Person	 Some Progress		

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Use Title 1 funds to purchase an additional math teacher to reduce class sizes and positively impact Tier 1 instructionl. **Intended Audience:** Jacquet's 6th - 8th students **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** Math **Delivery Method:** In person **Funding Sources:** Teacher Position - Title I (211) - 211-11-6119-502-059-30-059-101000 - $72,004, Fringe Title I Teacher - Title I (211) - 211-XX-614X-502-059-30-059-101000 - $12,960.72	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Implement a focused achievement initiative for Caucasian students through accelerated small-group instruction, individualized progress monitoring, culturally responsive instructional practices, and intentional student advocacy systems. Teachers and administrators will collaboratively monitor academic progress and intervention effectiveness to increase Caucasian student performance at Meets Grade Level or above in math from 26% to 45% by June 2027.

Strategy's Expected Result/Impact: Targeted intervention and consistent progress monitoring will strengthen prerequisite math skills, academic vocabulary, and problem solving abilities for African American students resulting in increased student confidence and performance by June 2027.

Staff Responsible for Monitoring: Administrators, Math Teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**

Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Campus intervention teams will develop and review a six-week progress monitoring tracker for African American students identified as approaching Meets performance, assign targeted supports such as tutorials, mentoring, goal-setting conferences, and parent communication, and adjust interventions based on formative and benchmark assessment data. **Intended Audience:** Jacquet 6th - 8th math students **Provider / Presenter / Person Responsible:** Math Administrator, Math Teachers **Date(s) / Timeframe:** August 2026 - May 2027 **Collaborating Departments:** Math **Delivery Method:** In person **Funding Sources:** Extra Duty Tutoring - Title I (211) - 211-11-6116-502-059-30-059-101000 - $5,000, Fringe Extra Duty - Title I (211) - 211-XX-614X-502-059-30-059-101000 - $900	Some Progress		

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: When comparing BOY MAP scores to EOY MAP scores, 55% of all Jacquet students met projected growth in Mathematics (i.e., 6th grade=59%, 7th grade=52%, and 8th grade=53%). **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.

Goal 3: Increase student participation rates for Fine Arts, JROTC, and Athletics

Performance Objective 1: Increase the percentage of students enrolled in Fine Arts courses from 51% to 65% by June 2027.
Increase the percentage of students enrolled in JROTC courses from 13% to 20% by June 2027.
Increase the percentage of students enrolled in Athletics courses from 33% to 53% by June 2027.
Increase the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 33% to 45% by June 2027.

Evaluation Data Sources: Course Request

Strategy 1: Increase Fine Arts enrollment by expanding student awareness of Fine Arts opportunities through recruitment campaigns, student showcases, campus performances, and intentional collaboration between counselors and Fine Arts teachers during course selection processes. The campus will promote equitable access to Fine Arts programs and increase student engagement through exposure to art, band, choir, and theater to raise enrollment from 51% to 65% by June 2027.

Strategy's Expected Result/Impact: Increased student participation to Fine Arts programs will improve student engagement, creativity, and school connectedness while expanded equitable access to enrichment experience across the campus.

Staff Responsible for Monitoring: Fine Arts Administrator, Counselors, Fine Arts Teachers

Title I:
2.52
- **TEA Priorities:**
Connect high school to career and college
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Counselors and Fine Arts staff will conduct annual Fine Arts recruitment events, classroom presentations, and student interest surveys during course selection season and monitor enrollment data each semester to identify and recruit underrepresented student groups into Fine Arts programs. **Intended Audience:** Jacquet 6th - 8th students **Provider / Presenter / Person Responsible:** Fine Arts Administrator, Counselors, Fine Arts Teachers **Date(s) / Timeframe:** June 2026 - June 2027 **Collaborating Departments:** Fine Arts **Delivery Method:** In person	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Utilize funds for student travel to off campus events to support increased enrollment in Fine Arts, JROTC and Athletics. **Intended Audience:** Students Grade 6-8 **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** Aug 26- May 27 **Collaborating Departments:** Campus **Delivery Method:** In Person **Funding Sources:** Student Travel - Title I (211) - 211-11-6412-502-059-30-059-101000 - $1,000	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Increase JCC enrollment by promoting leadership development, teamwork, citizenship, and college and career readiness opportunities associated with the program. Campus staff and JCC leaders will implement targeted student recruitment efforts, family information sessions, and peer ambassador programs to increase JCC enrollment from 13% to 20% by June 2027.

Strategy's Expected Result/Impact: Increased participation in the JCC program will strengthen student leadership, discipline, teamwork, and school improvement while promoting college, career, and military readiness opportunities for students.

Staff Responsible for Monitoring: Administrators, JCC Coordinator, Counselor

Title I:
2.52
- **TEA Priorities:**
Connect high school to career and college
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Counselors, administrators, and JROTC instructors will host semester recruitment presentations and parent information sessions, identify students who demonstrate leadership potential, and track enrollment trends during course selection to ensure increased student participation in the JROTC program. **Intended Audience:** Jacquet 6th - 8th students **Provider / Presenter / Person Responsible:** Administrators, JCC Coordinator, Counselor **Date(s) / Timeframe:** June 2026 - June 2027 **Collaborating Departments:** JROTC **Delivery Method:** In Person	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 3: Increase athletics enrollment by implementing a structured athletic program and a campus-wide recruitment and awareness campaign to increase student knowledge of and interest in athletic programs.

Strategy's Expected Result/Impact: Increasing student athletic enrollment will strengthen family engagement and campus community while positively impacting student attendance, behavior, and academic performance, particularly among the African American population.

Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches

Title I:
2.52
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Host an athletic assembly to introduce all sports, coaches and athletic requirements. **Intended Audience:** All students Grades 6th-8th **Provider / Presenter / Person Responsible:** Athletic Coaches, Principal, Assistant Principal **Date(s) / Timeframe:** During the first 6 weeks and ahead of any upcoming sport. **Collaborating Departments:** Athletics **Delivery Method:** In person	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
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 schooler's experience.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from X% to Y%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 18% to 10% by June 2027.
Decrease the number and percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 56% to 35% by June 2027.

Evaluation Data Sources: Focus Attendance Reports

Strategy 1: Implement a proactive attendance monitoring system that identifies students at risk of chronic absenteeism through weekly attendance reviews, targeted intervention meetings, and consistent communication with families. The campus will establish clear attendance expectations, provide incentives for improved attendance, and utilize restorative practices and student support systems to decrease overall chronic absenteeism from 18% to 10% by June 2027.

Strategy's Expected Result/Impact: Increased student attendance will result in a reduction in chronic absenteeism from 18% to 10% by June 2027, leading to improved academic performance, increased instructional time, and higher overall student achievement outcomes.

Staff Responsible for Monitoring: Attendance administrator, Counselors, Family Engagement Specialist, Attendance Team

Title I:
2.52
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems
- **Targeted Support Strategy**

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Attendance teams, counselors, and administrators will review weekly attendance reports to identify students below 90% attendance, conduct parent outreach within three days of attendance concerns, and develop individualized attendance improvement plans for students identified as chronically absent or at risk of becoming chronically absent. **Intended Audience:** Jacquet 6th through 8th grade students **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** None **Delivery Method:** None	No Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Utilize Title 1 to purchase general supplies and snacks for parent and community outreach events during school, before school, after school and Saturday school. **Intended Audience:** Parents and community **Provider / Presenter / Person Responsible:** FES **Date(s) / Timeframe:** Aug 26 - May 27 **Collaborating Departments:** Campus **Delivery Method:** In Person **Funding Sources:** General Supplies - Family Engagement (211) - 211-61-6399-503-059-30-059-101000 - $2,268, Snacks - Family Engagement (211) - 211-61-6499-503-059-30-059-101000 - $500, Extra Duty - Family Engagement (211) - 211-61-6116-503-059-30-059-101000 - $500, Fringe Family Engagement Extra Duty - Family Engagement (211) - 211-61-614X-503-059-30-059-101000 - $90	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Jacquet Middle School will strengthen family partnerships and culturally responsive support systems to improve attendance outcomes for Hispanic students disproportionately represented in chronic absenteeism data. The campus will provide bilingual communication, mentorship opportunities, and targeted academic and social-emotional supports to reduce the percentage of Hispanic students identified as chronically absent by June 2027.

Strategy's Expected Result/Impact: Improved family engagement, targeted student supports, and culturally responsive communication will reduce chronical absenteeism among Hispanic students and increase consistent student attendance, engagement, and academic success by June 2027.

Staff Responsible for Monitoring: Attendance administrator, Counselors, Family Engagement Specialist, Attendance Team

Title I:
2.52
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Perceptions 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Counselors, attendance clerks, and campus administrators will implement monthly attendance conferences with Hispanic students and families identified as at risk, provide bilingual attendance resources and communication, and monitor progress through six-week attendance data reviews and intervention adjustments. **Intended Audience:** Jacquet's 6th - 8th Hispanic students **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** None **Delivery Method:** None	 No Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Use Title 1 funds for a teacher assistant to support attendance and behavior. **Intended Audience:** Jacquet's 6th - 8th students **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** August 2026 - June 2027 **Collaborating Departments:** Family Engagement specialist **Delivery Method:** In Person **Funding Sources:** Teacher Assistant Position - Title I (211) - 211-11-6129-502-059-30-059-101000 - $26,894, Fringe Title 1 TA - Title I (211) - 211-XX-614X-502-059-30-059-101000 - $4,840.92	 Moderate Progress		

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Utilize contracted services to support wraparound services for at risk students. **Intended Audience:** Students Grade 6-8 **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** Aug 26 - May 27 **Collaborating Departments:** Vendors and campus **Delivery Method:** In Person **Funding Sources:** Miscellaneous and Contracted Services - Title I (211) - 211-11-6299-502-059-30-059-101000 - $159.08	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

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.

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 schooler's experience.

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	2	Other Reading Materials	Instruction | Other Reading Materials (11-6329)	211-11-6329-502-059-30-059-101000	$500.00
1	1	2	2	Extra duty	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-502-059-30-059-101000	$5,000.00
1	1	2	2	Fringe Extra Duty Professional	Fringe	211-XX-614X-502-059-30-059-101000	$900.00
1	1	2	4	General Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-059-30-059-101000	$4,167.28
2	2	1	3	Teacher Position	Instruction |Title I Reading/Math Teacher (11-6119)	211-11-6119-502-059-30-059-101000	$72,004.00
2	2	1	3	Fringe Title I Teacher	Fringe	211-XX-614X-502-059-30-059-101000	$12,960.72
2	2	2	1	Extra Duty Tutoring	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-502-059-30-059-101000	$5,000.00
2	2	2	1	Fringe Extra Duty	Fringe	211-XX-614X-502-059-30-059-101000	$900.00
3	1	1	2	Student Travel	Instruction | Travel - Student (11-6412)	211-11-6412-502-059-30-059-101000	$1,000.00
4	1	2	2	Fringe Title 1 TA	Fringe	211-XX-614X-502-059-30-059-101000	$4,840.92
4	1	2	2	Teacher Assistant Position	Instruction |Title I Teacher Assistant (11-6129)	211-11-6129-502-059-30-059-101000	$26,894.00
4	1	2	3	Miscellaneous and Contracted Services	Instruction | Misc Contracted Services (11-6299)	211-11-6299-502-059-30-059-101000	$159.08
						Sub-Total	$134,326.00
						Budgeted Fund Source Amount	$134,326.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	2	Snacks	Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-059-30-059-101000	$500.00
4	1	1	2	General Supplies	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-059-30-059-101000	$2,268.00
4	1	1	2	Extra Duty	Family Engagement | Extra Duty - Professional (61-6116)	211-61-6116-503-059-30-059-101000	$500.00
4	1	1	2	Fringe Family Engagement Extra Duty	Fringe	211-61-614X-503-059-30-059-101000	$90.00
						Sub-Total	$3,358.00
						Budgeted Fund Source Amount	$3,358.00
						+/- Difference	$0.00
						Grand Total Budgeted	$137,684.00
						Grand Total Spent	$137,684.00
						+/- Difference	$0.00