

166-South Hi Mount ES**Melissa Bryan****Xavier Sanchez**

2018-19 Schoolwide Programs: Campus Improvement Plan

166-South Hi Mount ES

Principal: Melissa Bryan**Executive Director: Xavier Sanchez**

State Accountability Status

Met Standard

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

Campus Mission/Vision Statement

Environment for all students. SHM will maintain its high level of academic achievement by active

CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 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** Priority / Turnaround Plans

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.

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

2018 -2019 State Accountability Domain Scores

Domain 1: Student Achievement	74
Domain 2: School Progress	82
Domain 3: Closing The Gaps	80

SBDM Members

Name	Role
John Reed	Teacher
Lara Kimsey	Teacher
Tina Hagerman	Teacher
Allison Jensen	Campus Non-Tch Prof
Cathy Sweeney	Community Rep
Michael Moynihan	Business Rep
Tamara Guley	Business Rep
Siobhan Pabkin	Parent
Ruben Vargas	Parent
Jill Darden	Community Rep
Xochitl Alvarez	Teacher
	Select
	Select
	Select
	Select
	Select
	Select
	Select

Fort Worth ISD Mission

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

Comprehensive Needs Assessment Summary

Comprehensive Needs Assessment Summary for 2018-2019

Campus: South Hi Mount Elementary

Principal: Melissa Bryan

Data Sources Used Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	Yes	Surveys
	Yes	Discipline	No	Support Systems	No	Fund Balance
	Yes	Instruction	Yes	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	Yes	VOC-Customer Feedback
Y/N	Student Data	Yes	Achievement Gap	No	Other - enter data source here	
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	What were the identified strengths?		What were the identified needs?		What are we going to intervene? If addressed, this need will create the most impact.	
Demographics	1.	Mixture of a variety of cultures and races in student population.	1.	Increase of enrollment of Kinder students before school begins.	1. Utilize data in order to impact student achievement	
	2.	TAP classrooms on campus	2.	TAP students attending general education and inclusion classes.	2. Intervention for students who are at-risk.	
	3.	Two-Way Dual Language Program available for PK & K students.	3.	Increase enrollment in Two-Way Dual Language Program.	3. Teachers collaborate and plan in order to increase student achievement	
Student Achievement	1.	84 % of 5th grade students met standard in reading.	1.	Teachers need to disaggregate and analyze data in order to adjust instructional practices to meet student needs.	4. Continue to build relationships with parents and the community.	
	2.	86% of 5th grade students met standard in math.	2.	Increase lexile levels of students in reading by 200 points.	5.	
	3.	Students grade 2-5 use Achieve3000. PK - 2 use Smarty Ants	3.	Intervention for students who are at-risk.	6.	
School Culture and Climate	1.	Majority of teachers have been at SHM for 5 years or more.	1.	Teachers collaborate and plan in order to increase achievement levels.	7.	

	<p>2. VAT meetings have increased conversations vertically between teachers.</p> <p>3. Teachers have control in setting their PLC agenda from a menu of options based on student needs.</p>	<p>2. Support students social emotional needs.</p> <p>3. Maintain positive campus climate.</p>	<p>8.</p> <p>9.</p>
Staff Quality/ Professional Development	<p>1. All grade level chairs participated in PLC training this school year in order to feel more equipped to lead a teacher-run PLC.</p>	<p>1. Math and reading achievement is not consistent between greade levels.</p>	10.
	<p>2. Teachers participated in a Waiver Day that featured choice and sessions taught by colleagues.</p>	<p>2. Tailored profesional development based on individual teacher needs.</p>	
	<p>3. Teachers plan together by content and grade level.</p>	<p>3.</p>	
Curriculum, Instruction, and Assessment	<p>1. Highly qualified staff work on early reading interventions (pull out) and math interventions for upper grades.</p>	<p>1. Current math resources do not allow us to target different learning styles.</p>	
	<p>2. Added campus assessments as needed in order to adjust classroom instruction and pull out interventions.</p>	<p>2. Utilize data to plan for instruction in order to increase student achievement.</p>	
	<p>3. Teachers model and share best practices during PLCs and plan for instruction.</p>	<p>3.</p>	
Family and Community Involvement	<p>1. PTA reorganized and brought into active status per Texas PTA standards.</p>	<p>1. Continue to build relationships with families and partnerships within the community.</p>	

	<p>2. School events like All Pro Dads, Pastries with Parents, Multicultural Night, Open House, Carnival, Parent-Child Dance, Museum Night, Math & Reading Night encourage a two-way partnership between the school and parents.</p>	<p>2. Increase communication with families.</p>
	<p>3. Mentors from Christ Chapel serve 65 students with individual mentoring. Good News Club provided for students as well. Partnership with Texas Ballet provides free Ballet Lessons for 1st - 4th grade.</p>	<p>3. Increase family engagement at school events.</p>
<p>School Context and Organization</p>	<p>1. Teachers participate in Vertical Articulation Teams (VATs) once per month to vertically align instructional strategies.</p>	<p>1. Continue to build leadership within the school by developing teachers as leaders.</p>
	<p>2. Leadership team meets weekly to proactively plan for school needs.</p>	<p>2. Leverage leadership at the campus level.</p>
	<p>3. PLC's take place two times per month.</p>	<p>3.</p>

166-South Hi Mount ES								TOTAL
Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	
	\$ 31,062	\$ 4,980		\$ 1,090	\$ 295	\$ 3,687	\$ 104,419	145,533

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Melissa Bryan

Leadership Director: Xavier Sanchez

Summary by Fund Source

Fund Source	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CEIP
Student Outcome Goals	0	0	0	0	0	0	28,000	\$ 28,000
Campus Needs - Student Achievement	0	0	0	0	0	0	90,500	\$ 90,500
Campus Needs	0	0	0	0	0	0	0	\$ -
Parent/Family Engagement Health Related	0	0	0	0	0	0	0	\$ -
TOTAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 118,500	\$ 118,500
Allocations	31,062	4,980	-	1,090	295	3,687	104,419	145,533
Percent Budgeted	0%	0%	NA	0%	0%	0%	113%	81%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount							\$ -
Allocations	Student Outcome							-
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Melissa Bryan

Student Outcome Goals Action Plan

Leadership Director: Xavier Sanchez

Fort Worth ISD Student Outcome Goal Alignment	Goal:	1 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.
	Progress Measures:	1.1 Percent of students in grades K-3 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from 27% to 37% by 2019.
		1.2a Percent of 2-3 grade students completing two weekly lessons on FWISD progress monitoring system for reading will increase from 22% to 37% by 2019.
		1.2b Percent of grade 2-3 students achieving 75% or higher on FWISD progress monitoring system for reading will increase from 8% to 28% by 2019.
		1.3 Percent of students in grade 3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from 42% to 59% by 2019.

Focus SMART Goal Student Achievement and Progress	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		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	78%	82%
1.1	Percent of students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from	39%	80%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	54%	90%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	43%	80%	EOY
1.3	Percent of students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from	0%	80%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	LEP	Achieve3000 program, SmartyAnts and AR Reader will be utilized to provide on grade level support, extension, or intervention for students.	Admin team, teachers	Monitored once per month	PLC	Title I	\$ 3,000.00	
2	SPED	Small Group Guided Reading utilized daily to provide targeted instruction on the child's level.	Teachers	Monitored once per month	PLC			
3	LEP	Targeted interventions (i.e. Estrellita, ELA, My Sidewalks) used for students struggling with Tier 1 instruction.	Teachers, RTI committee	Monitored every other week through progress monitoring	PLC	Title I	\$ 10,000.00	
4	SPED	Assessments (Interim, Benchmark, Unit, etc) analyzed and data used to guide instruction.	Teachers, Data Analyst, Admin Team	Monitored once per month	PLC			
5	LEP	Online Data-Tracking portal utilized to monitor data points such as CLI, Interim, Fountas & Pinnell, and KEA.	Teachers, Data Analyst, Admin Team	Monitored once per month	Faculty Mgt			
6	LEP	Instructional Planning Days utilized to plan quality tier 1 instruction as well as tier 2 interventions, as needed.	Teachers, Admin. Team	Once per Quarter	Pull-Out	Title I	\$ 5,000.00	

7	LEP	Supplemental resources will be purchased for classroom use in order to facilitate small group instruction for students.	Teachers	Once per Quarter		Title I	\$ 2,000.00	
8	LEP	Tutoring will be provided for students struggling with Tier I instruction after school hours.	Teachers, Admin. Team	Once per Quarter	After Sch	Title I	\$ 8,000.00	
9								
10								
11								
12								
13								
14								
15								

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Melissa Bryan

Student Outcome Goals Progress Monitoring

Leadership Director: Xavier Sanchez

Opportunity Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus SMART Goal (Target Element Systems)	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 78 to 82 percent.	BOY %	MOY %	EOY %	Target %	Difference
Students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool		78.0%			80%	-2.0%
Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading		54.0%			90%	-36.0%
Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading		0.0%			80%	-80.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1	Achieve3000 program, SmartyAnts and AR Reader will be utilized to provide on grade level support, extension, or intervention for students.	Achieve Leadership edition reports.	Below Target			
2	2-() Small Group Guided Reading utilized daily to provide targeted instruction on the child's level.	Walkthroughs will show evidence of small groups.	On Target			
3	3-() Targeted interventions (i.e.Estellita, ELA, My Sidewalks) used for students struggling with Tier 1 instruction.	Fountas and Pinnel testing will show growth for students on RTI.	On Target			
4	4-() Assessments (Interim, Benchmark, Unit, etc) analyzed and data used to guide instruction.	Data on eduphoria and Its learning from data meetings will reflect growth of students. Students will be tracked in the online data portal.	On Target			
5	5-() Online Data-Tracking portal utilized to monitor data points such as CLI, Interim, Fauntas & Pinnell, and KEA.	Monthly checks of data portal.	On Target			
6	6-() Instructional Planning Days utilized to plan quality tier 1 instruction as well as tier 2 interventions, as needed.	Teachers will produce an instructional planning calendar or similar document to show what they have planned.	On Target			
7	7-() Supplemental resources will be purchased for classroom use in order to facilitate small group instruction for students.	Resources will be reflected in lesson plans.	Completed			
8	8-() Tutoring will be provided for students struggling with Tier I instruction after school hours.	Tutoring schedule and progress monitoring will be monitored and documented.	Not Started			
9						
10						

11						
12						
13						
14						
15						

Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Melissa Bryan

Campus Needs - Student Achievement Action Plan

Leadership Director: Xavier Sanchez

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus	Campus Needs Goals and Measures (Baselines-X and Targets-Y)		Baseline (BOY)			Target (EOY)		
			0 Point	1/2 Point	1 Point	0 Point	1/2 Point	1 Point
SMART Goal Campus Priorities	Goal 1	Student Progress - Percent of students meeting expected or above growth in Math will increase from	23.00%	13.00%	64.00%	15.00%	8.00%	75.00%
	Goal 2	Closing the Achievement Gaps (Domain 3) score will increase from 80 to 83 as measured by STAAR in May, 2019.	80.00%			83.00%		
	Goal 3							
	Goal 4							

		Alignment		Expectations				Focus → Achievement &
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	LEP	Target the Question Curriculum and other supplemental resources used to	Teachers	Weekly		Title I	\$ 3,000.00	
2	LEP	Small Group Guided math will be utilized daily to provide targeted instruction on the child's level.	Teachers	Monitored once per month	PLC			
3	LEP	Targeted interventions such as Xtra math, Prodigy math, pullout and moby max will be used to provide targeted support, intervention, or extension for students.	Teachers, Admin. Team	Monitored once per month	PLC	Title I	\$ 10,000.00	
4	SPED	Online Data-Tracking portal utilized to monitor data points such as MAP, interim, and benchmark assessments.	Teachers, Data Analyst, Admin. Team	Monitored once per month	Faculty Mgt/PLC			
5	LEP	Instructional Planning Days utilized to plan quality tier 1 instruction as well as tier 2 interventions, as needed.	Teachers, Admin. Team	Once per quarter	Pull-Out	Title I		
6	LEP	Subs will be utilized so teachers may attend professional development oppo	Teachers, Admin. Team	Once per quarter	Pull-Out	Title I	\$ 5,000.00	
7	LEP	Teachers will participate in professional development within the district ad outside of the district.	Teachers, Admin. Team	Once per quarter	Pull-Out	Title I	\$ 2,500.00	
8		Data Analyst will help teachers track data and implement instructional adjustments based on the data.	Admin Team, Teachers	Once per quarter		Title I	\$ 70,000.00	
9								
10								
11								
12								
13								
14								
15								

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Melissa Bryan

Leadership Director: Xavier Sanchez

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)
--------------------	---

Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Student Progress - Percent of students meeting expected or above growth in Math will increase from	18.0%	10.0%	70.0%	15%	8%	75.0%
	Closing the Achievement Gaps (Domain 3) score will increase from 80 to 83 as measured by STAAR in May, 2019.	81.0%			83%		

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1	Target the Question Curriculum used to help students with problem solving and critical thinking in the area of mathematics.	Lesson plans will reflect planning for utilizing Target the Question. The curriculum will be visible in classroom and change on a weekly basis.	Not Started			
2	Small Group Guided math will be utilized daily to provide targeted instruction on the child's level.	Walkthrough evidence will reflect small group instruction in the classroom. Lesson plans will show evidence of planning for small groups.	On Target			
3	Targeted interventions such as Xtra math, Prodigy math, pullout and moby max will be used to provide targeted support, intervention, or extension for students.	Walkthrough evidence will reflect use of the programs. Data will be shared with parents at conferences and in RTI, as needed.	On Target			
4	Online Data-Tracking portal utilized to monitor data points such as MAP, interim, and benchmark assessments.	Data portal will be updated monthly at staff meeting and tracked at data meetings once per six weeks.	On Target			

5	Instructional Planning Days utilized to plan quality tier 1 instruction as well as tier 2 interventions, as needed.	Instructional planning days will produce a deliverable such as an instructional planning calendar that shows what planning has been completed.	On Target			
6	Subs will be utilized so teachers may attend professional development or data meeting opportunities provided inside and outside the district.	Teachers will present at a faculty meeting following any professional development they attend.	On Target			
7	Teachers will participate in professional development within the district and outside of the district.	Teachers will present at a	On Target			
8	Data Analyst will help teachers track data and implement instructional adjustments based on the data.					
9						
10						
11						
12						
13						
14						
15						

Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Melissa Bryan

Leadership Director: Xavier Sanchez

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z)			Baseline (BOY)	to Target	by Deadline	
	Goal 1	Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase from 96% to 97%			96.1%	97.1%	EOY
	Goal 2						EOY
	Goal 3						EOY
	Goal 4						EOY

Title I Components	PBMAS	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	LEP	School wide celebrations for attendance will take place at semester awards ceremony.	Admin Team/Counselor	Once per semester		Other		
2		Banner by grade level for the highest attendance percentage will rotate weekly.	Admin Team	Weekly				
3		Use social media to highlight focus on attendance and winners of attendance grade level banners, competition winners, etc.	Admin. Team	Monthly				
4		Competition - Teachers vs. Students will be tracked and announced weekly.	Admin Team	Weekly				
5		Prizes will be given every three weeks for perfect attendance. Students will be put into a drawing for prizes.	Admin. Team	Monthly				
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

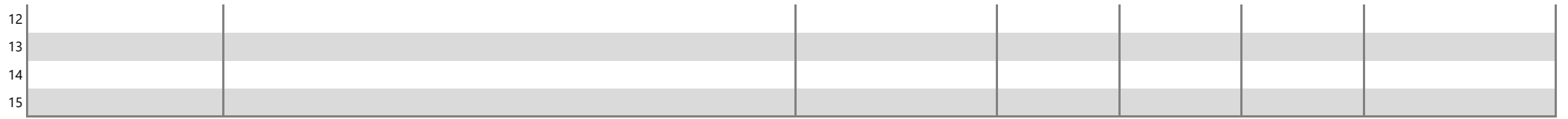
Principal: Melissa Bryan

Leadership Director: Xavier Sanchez

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)					
-------------	---	--	--	--	--	--

Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase from 96% to 97%	96.1%	96.5%	97.1%	97%	0.0%
					0%	
					0%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1	1-() School wide celebrations for attendance will take place at semester awards ceremony.	Semester award program will reflect perfect attendance being honored.	Not Started			
2	2-() Banner by grade level for the highest attendance percentage will rotate weekly.	Banners are visible in the hallway and rotate weekly.	On Target			
3	3-() Use social media to highlight focus on attendance and winners of attendance grade level banners, competition winners, etc.	Review of social media feeds will show a highlight on attendance.	On Target			
4	4-() Competition - Teachers vs. Students will be tracked and announced weekly.	Bulletin Board has a display with the winners in hallway.	On Target			
5	5-() Prizes will be given every three weeks for perfect attendance. Students will be put into a drawing for prizes.	Prize winners will be highlighted on social media.	Not Started			
6						
7						
8						
9						
10						
11						



Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: Melissa Bryan

Leadership Director: Xavier Sanchez

The 2018-19 CIP format includes a new section to document family/community engagement and health related requirements.

Focus SMART Goal	REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL			Baseline (BOY)	to Target	by Deadline	
	REQUIRED ONE HEALTH RELATED GOAL						
	Goal 1	Parent/family participation in at least 2 campus-based events will increase from			50%	60%	1-May
	Goal 2	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from			50%	75%	1-May
	Goal 3 (Optional)						
Goal 4 (Optional)							

Title I Component	PBMAS	Alignment		Expectations					
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus	
1	ex. 1, 3,	LEP	Multi-cultural night with attendance of 50% of students and their families.	Admin. Team/PR Committee/Teachers	January, 2019				
2			Two open houses will take place (Fall and Spring) to encourage parent involvement.	Admin. Team/Teachers	September 27, 2018 and March, 2019				
3			Science Night-50% of students will attend at the museum with their parents.	Admin. Team/Teachers	November, 2018				
4			Mayor's Challenge - Entire school will participate at 50%. Historically we have just focused on upper grades.	Wellness Committee	Fall, 2018				
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									

