

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 149 - North Hi Mount ES

Principal: Blanchard, Myrna

Executive Director: Xavier Sanchez

Fort Worth ISD Mission Statement

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

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 96.1

Special Education: 7.9

Dual Language/ESL: 28.5

Gifted and Talented: 14.4

Career and Technology: 0

Percentage of at-risk students: 64.6

Percentage of English Language (EL) students: 15.8

Percentage of economically disadvantage students: 52.2

2019-2020 Campus Site-Based Committee

Name	Role
Myrna Blanchard	Principal
Celeste Galvan	Teacher
Elizabeth Leggett	Teacher
Heather Key	Teacher
Lynette Kile	Parent
Shannon McOwen	Parent
Pilar Schetz	Parent
Margaret Harris	Business Representative
Jimmy Thomas	Business Representative
Yvette Franklin	Community Representative
Kris Savage	Community Representative
Chris Reeves	District Level Staff
Nicholas Simmons	Campus Non-Teacher Professional
Elizabeth Kelz	District Employee Relations Council Representative
Maria Soto	District Employee Relations Council Representative
Sam Hobbs	Teacher

Accountability Summary

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

Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

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

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 85	90 - Met Standard
Domain 2: School Progress 85	
Domain 3: Closing The Gaps 100	

Campus Distinction Designations

Academic Achievement in Mathematics: 1	Postsecondary Readiness: 1
Academic Achievement in Science: 0	Top 25 Percent: Comparative Closing the Gaps: 1
Academic Achievement in English Language Arts/Reading: 1	
Top 25 Percent: Comparative Academic Growth: 1	

Campus Assurances and Certification for the 2019-2020 School Year

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

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Yes Title I, Part A; and

Yes Turnaround Plans

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

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

Comprehensive Needs Assessment Summary for 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	1. We have a racially diverse student body: Hispanic 49%, White 32%, African American 15%, Asian 4%	1. 64% of students are considered at-risk of not graduating compared to 50% at the state level	1. Reduce gaps between targeted demographic groups in academic achievement specifically in Math.
	2. There are students dual-coded as receiving special education services and gifted and talented education and at least 10% of our students are identified as receiving gifted and talented education services in every grade level.	2. Decrease opportunity gaps for African American and Asian demographic groups by disaggregating conversion rate for talent pool to GT identification.	2. Increase available resources in math and science.
	3.	3.	3. Develop professional learning map to include Science Instruction, Literacy & Math small group intervention, Equity & Access, PBIS, SEL and staff wellness strategies.
	4.	4.	4. Increase parent and stakeholder access and understanding of campus goals, instruction/learning, and student data tools.
	5.	5.	5. Target K-2 students not on grade level reading during progress monitoring checks at BOY, MOY, EOY.
	6.	6.	6.
			7.
Student Achievement	1. The average lexile increases as measured by Achieve 3000 in 2nd grade equals 100+ points, 5th grade also has gains.	1. Need to address student performance gap for subgroups in Math: African American student performance is lower than campus performance as evidenced by: 1) Jan. Math benchmark- 0% of African American students were at meet and masters grade level standards in 3rd and 4th grades. 2) STAAR scores- African American students- 65% of African American students met grade level standards compared to 82% of all students meeting standards (17% point gap).	8.
	2. Jan./Feb. Benchmarks reveal higher than district averages of students approaching, meeting and mastering student expectations in 3rd-5th grades.		9.
	3.	2. Intentional vertical alignment of science was not fully realized this school year and will need a sequenced professional learning plan for implementation moving into next year.	10.
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School Culture and Climate	1.	Increase in school spirit with HOUSE system implementation	1.	Teachers continue to report high levels of stress in response to teacher responsibilities as evidenced by teacher surveys.
	2.	Staff pride in our school is evident by 12 staff that have family members attending NHM.	2.	Parent feedback suggests that a central location for communication and access of pertinent school information is needed.
	3.	Many forms of communication are available regarding campus events and priorities: REMIND, Group Me, Social Media, Website, Calendars.	3.	
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Staff Quality/ Professional Development	1.	The majority of discipline referrals come from repeated offenses from the same students.	1.	Staff demographics do not reflect our student populations.
	2.	Student attendance overall through 4th period is at 94% average.	2.	Teacher attendance is at 92% average and not commensurate to student attendance percentage.
	3.	Our PBIS committee has recently began discussions to align campus-wide PBIS strategies according to the severity of behaviors and individual student needs.	3.	Staff surveys reveal that there is a need for the the PBIS committee to continue providing professional development in PBIS strategies in an effort to lower duplicate incident referrals and identify causal factors for high peak months.
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Curriculum, Instruction, and Assessment	1.	Title 1 funds are used for an additional reading/math intervention teacher to target Tier 3 students in literacy and math.	1.	Increase resources in math and science to align instructional practices.
	2.	Local funds were used to purchase AR program and Saxon Math to align instructional practices K-5.	2.	Strengthen fidelity to SGGR implementation.
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Family and Community Involvement	1.	Various communication mediums in place: email, phone, web, blackboard, remind.	1.	Family and community advocacy for students at the school, local, state, national level.
	2.		2.	Multilingual signage is not evident on a regular basis on campus.
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School Context and Organization

1.	A campus-wide literacy focus is evident in Title 1 funds, PTA fundraising, and local funds spent.	1.	The only math materials available are the ones provided by the district (Origo) but no other supplemental materials or resources have been purchased to address campus needs in math.
2.	Teachers and PTA volunteers provide a large selection of after school enrichment clubs free of charge.	2.	Establish stakeholder input from staff & community focused on supporting campus goals according to data disaggregation, stakeholder surveys, and stakeholder feedback.
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Academic Excellence Goals

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

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	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.	82.26	59.68	41.94	62	
	Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline)					
	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.	82.26	59.68	41.94		
	Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline)					

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Increase the capacity of our literacy teachers by providing them with additional resources and training.	<ol style="list-style-type: none"> Teachers & admin will attend literacy training (\$600). K-2nd classrooms will have common literacy blocks. Walkthroughs of literacy implementation each month followed by coaching & PLC discussions. Designate instructional planning days and secure subs following each benchmark. (\$3,000) Vertical teaming and planning time to develop reteach plans & common formative assessments (\$4,620) 	Instructional Leadership	10/31/2019	Title I	8,220		
2 Title I	Differentiation for all students via implementation of SGGR/use of leveled readers with special emphasis on closing achievement gaps.	<ol style="list-style-type: none"> Hire part time data analyst-provide professional learning to teachers in closing achievement gaps through effective literacy best practices implementation (\$30,500). Reading intervention program with training in PLCs to address students in K-2nd below grade level reading. Provide professional learning for delivery of literacy intervention, monitor effectiveness through walkthroughs & evaluation. 	Teacher(s)	3/31/2020	Title I	30,500		
3 Title I	Increase the lexile level of all students through effective delivery and monitoring of the Achieve Lesson cycle and requirements.	<ol style="list-style-type: none"> Monitor weekly the average # of lessons per week & avg. first try scores. Review these data points in PLCs. Provide student incentives through use of hundred chart posters, pencils, and erasers. Teachers will facilitate student goal setting, data tracking, and student-led conferences. 	Assistant Principal	5/30/2020	SCE	1,992		
4 LEP	Strategically identify and address learning gaps in our special populations as identified in our EOY Data.	<ol style="list-style-type: none"> Special populations targeted: AA, ED, EL Purchase instructional materials for Tier 1 instruction in math & science. Provide time for vertical planning PK-5 for ELAR/SLAR and Writing integration. 	Instructional Leadership	5/29/2020	Bilingual	298		

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16	Title I	Reading intervention program to address students in K-2nd below grade level reading at the BOY.	1. Teachers attend Neuhaus professional learning	Instructional Leadership	10/31/2019			
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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

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BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2019-2020 Learning Environment Goals Action Plan

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	70	100	EOY
				EOY
	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from	99%	100%	EOY
	PBIS- Disproportionate 'Classroom Discipline Referrals' and 'Out of School Suspensions' as documented in FWISD Cycle Reports will decrease in percentage for targeted student groups as compared to	30	15	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Parental engagement strategies will be incorporated strategically by all teachers and staff.	1.Host parent educator outreach meetings in October, January, and March (\$1,500). 2.Increase parent communication weekly through personal phone calls to less represented parent groups at school events. 3.Communicate campus goals during PTA board & general meetings SBDM, and NHM Community Advisory Board by Dec. 2019. 4.Allocate additional funds to increase FCL hours to 25 (\$2,424).	Principal	5/30/2020	Title I	3,924		
2 Title I	Establish PBIS plan by Sept. 16, 2019 that focuses on student social-emotional health, learning, and positive culture building.	1.Hire cafeteria monitors. 2.All staff attend restorative practices training. 3.School-wide house implementation of expectations. 4. At least 3 walkthroughs and coaching sessions will include feedback on Restorative Practices implementation.	Assistant Principal	5/30/2020	Local (Basic Allotment)	4,250		
3 Title I	Increase student rigor and student engagement in the GT classroom.	1. Purchase general supplies for the GT classroom.	Principal	1/13/2020	Gifted & Talented	461		
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Principal Evidence:
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