

**Fort Worth Independent School District
149 North Hi Mount Elementary School
2022-2023 Campus Improvement Plan**



Mission Statement

North Hi Mount ensures that our students are prepared for today's global society by providing rigorous, meaningful instruction, in a safe, supportive and positive environment.

Vision

Our vision is to be the best school in U.S.

Value Statement

We, the staff and the parents, work together to help our students:

1. **Work Hard** to get smarter.
2. Be students of **Integrity** who are the best behaved in Texas at school, at home, and in the community.
3. Embrace diversity, and treat all individuals with **respect**.
4. Develop **Leadership** skills to positively impact their lives and community.

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Comprehensive Needs Assessment

Revised/Approved: June 8, 2022

Demographics

Demographics Summary

With more than 84,0000 students in 82 elementary schools, 24 middle schools and 6th grade centers, 21 high schools and multiple other campuses, Fort Worth ISD is a highly diverse urban district. The racial/ethnicity make up of our district is:

North Hi Mount is an 86 year old, PK - 5th grade Title I campus in FWISD. It is also very diverse in population. The racial/ethnicity makeup of our campus is as follows:

- * Hispanic 48.2%
- * African American: 14.9%
- * White 31.2%
- * Two or more races 3.9%

North Hi Mjount's student groups include:

Special Education 10%,

Gifted & Talented 12%

Bilingual and English Language Learning Program 21.6%

At Risk 44.1%

There are many transfer students who live in FWISD, but transfer into North Hi Mount. These families must drop off and pick up students. We have an after school program that 15% of students participate in and we still have many families that are on a wait list. This year our enrollment is 388 students. We have had in person school since the beginning of school. Less than 5% of our students participated at the beginning of the year in virtual school.

Our ADA is 93.55% The first 18 weeks of school, many students were quarantind due to exposure to COVID-19. Still, the pandemic did not stop the partnership with parents and the

school in providing high-expectations for students and staff.

There has been an increase of office referrals in the past two years. There are primarily 10 students that have received 90% of the referrals of the office. Most students receiving office referrals are receiving behavior intervention plans, 504 accommodations, or special education support. African American students are over represented in the referrals. Most students needing support from administration have documented needs in emotional and or self regulation abilities. As a whole, most incidents in the classrooms at NHM are handled through Restorative interventions in the classrooms. The main goal is for students to remain in the classroom for instruction and not to be sent out of the instructional environment.

The campus mission statement is "NHM ensures that our students prepared for today's global society by providing rigorous, meaningful instruction in a safe, supportive, and positive environment." The vision statement is "To be the best school in the U.S." The philosophy of the school is to provide an education based on academic, social emotional wellness and students "learn like a champion every day by showing their four North Him Mount golas: integrity, respect, hardwork, and leadership."

In the beginning of the year, FWISD placed restrictions based on COVID-19 that did not allow parents or volunteers to be in the building. We have slowly increased volunteers of parents, Arlington Heights High School, and Arlington Heights United Methodist Church, and local businesses in our area. During the 2021-2022 school year our PTA increased membership and exceeded expectations of membership, beautification of cthe campus, social-emotional needs of students and teachers, and professional development assistance. Our PTA continues to be a power house of support for all students.

Demographics Strengths

Mobility of North Hi Mount students is less than 11%. This is less than the rest of the district. We have many families that choose to transfer into NHM and are willing to wait on the Wait List due to our student performance and highl familiy engagement. Our Economically Disadvantage population is around 50% for the last five years.

Academically students in the upper grades have been above 70% or higher on STAAR tests. North Hi Mount works hard to close the gaps in learning over the past few years.

The campus enrollnet numbers have been on a slow increase even though we have dealt with Covid 19.

Teachers support students through MTSS program in whcih at-risk students, failling students, or students that teachers can use when they are concerned about their social emotional wellness or their lack of progress in academics . The Instructional Leadership Team continually improves engagement through the Family Engagement Speciaolist to assure all parents know specific learing strengths and gaps. The attention to individual students that needed grade or attendance recovery have been receiving time to make up cntent in learning. Most teachers are familiar and have been receiving updated professional learning in PBIS to assure students are safe. The safety team has all been trained in CPI and drills and review of drills take place regurally.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Most of the behavior acting out as reported in Branching Minds and Focus begin with disagreements that are student to student verbal arguments or disagreements. **Root Cause:** There is a lack of consistent opportunities for students to engage in appropriate, academic conversations that could include strong personal connection.

Problem Statement 2 (Prioritized): PBIS practices were new campus wide in 2021-2022; therefore there was a lack of consistency in implementation in classes as evidenced by teacher/staff referrals in Focus and incident reports in Branching Minds in all grade levels. **Root Cause:** A systematic professional learning plan of PBIS is not followed by all teachers and staff on campus.

Student Learning

Student Learning Summary

North Hi Mount Elementary has a diverse population of learners. Most students are high-achievers with healthy family support. The campus prides itself in past and current student achievement strengths. The 2019 rating of 87 out of 100 (B Rating) has carried over due to the Covid-19 pandemic. It also earned four out of six distinctions from TEA. During 2019-2020, no STAAR assessment was given by Texas Education Agency. The data that is used for the 2020-2021 school year was used to measure student growth and learning through the NWEA MAP Reading and Math testing.

The MAP data comparison between 2020-21 and 2021-22 school years in mathematics by grade-level by average percentile: 2020-21 will be listed first and then 2021-22 will be listed second. For first grade 60% to __66%__, Second grade - 19% to __33%__, Third grade - 70% to __44%__, Fourth Grade - 59% to __55%__, and fifth grade 80% to 33%__

The MAP data comparison between 2020-21 and 2021-22 school years in Reading by grade-level by average percentile: 2020-21 will be listed first and then 2021-22 will be listed second. For first grade 60% to __70%__, Second grade - 19% to __27%__, Third grade - 70% to __61%__, Fourth Grade - 59% to __72%__, and fifth grade 80% to __55%__

Student Learning Strengths

As a campus our students are making progress as we increase achievement after the Covid-19 pandemic.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): PBIS practices were new campus wide in 2021-2022; therefore there was a lack of consistency in implementation in classes as evidenced by teacher/staff referrals in Focus and incident reports in Branching Minds in all grade levels. **Root Cause:** A systematic professional learning plan of PBIS is not followed by all teachers and staff on campus.

Problem Statement 2: On the Fall 2021-22, MAP projected proficiency summary report, only 15.6% of Hispanic/Latino students are on track to Meet growth expectation in Reading. **Root Cause:** There is a lack of development of sustained reading stamina, increase exposure to literature, and develop meta-cognition skills for a deeper comprehension.

Problem Statement 3 (Prioritized): Third grade students increased their mean math RIT score from 188 (fall 2021) to 195 (*winter 2022); however, only one third of students met projected math growth from Fall to Winter 2022. **Root Cause:** Tier I instruction must be based on MAP data to demonstrate targeted learning.

Problem Statement 4: Most of the behavior acting out as reported in Branching Minds and Focus begin with disagreements that are student to student verbal arguments or disagreements. **Root Cause:** There is a lack of consistent opportunities for students to engage in appropriate, academic conversations that could include strong personal connection.

School Processes & Programs

School Processes & Programs Summary

We have explicit schedules for each grade level that maximizes age appropriate learning time. We are able to recruit, support, and maintain highly effective educators. NHM office staff provides exemplary customer service to all stakeholders, including families, community members, and businesses in our community. We have systems in place for safety, transitions, instruction, drop-off, dismissal, lunch, etc. Teachers and staff follow routines and procedures and provide a consistent, safe environment for students to focus on learning.

School Processes & Programs Strengths

We are very organized and have very clear expectations, systems, and procedures in place.

We cultivate plans based on a teacher leadership committee, parents' feedback, and student input.

Although we take all opinions into consideration, we determine procedures that keep all students safe, provide an opportunity for all students to learn, and for all students to voice their concerns and needs.

We provide clear and consistent communication (including digital messaging, phone calls, social media, and face to face conversations).

Clear and consistent communication is evidence of our work with all stakeholders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Only 39% of NHM students in grade 3rd-5th grade students reported that they are able to self-regulate and calm themselves when things go wrong as indicated by the responses in the 2021-2022 Panorama Survey. **Root Cause:** Lack of social-emotional emphasis on student self-regulation as scheduled in the school day.

Problem Statement 2: Only 42% of teachers feel comfortable about finding resources to work with students who have unique learning needs. **Root Cause:** Teachers do not have enough time to collaborate, communicate, share, and share successes, weaknesses, and techniques that work with students.

Problem Statement 3: Most of the behavior acting out as reported in Branching Minds and Focus begin with disagreements that are student to student verbal arguments or disagreements. **Root Cause:** There is a lack of consistent opportunities for students to engage in appropriate, academic conversations that could include strong personal connection.

Perceptions

Perceptions Summary

At North High Mount, we prepare all students for success in college, career, and community leadership by recruiting and retaining highly qualified teachers who believe that all students can learn and achieve at high levels. We provide a unique two-way dual language program for students that qualify and maintain learning expectations in the program. We provide quality academic instruction meeting each students' needs and pressing them to excel and challenge themselves with data measures and goal setting. We make decisions and implement systems that are based on knowing each students' needs and seeing all students every day. We are blessed to partner with NHM PTA to provide quality enrichment opportunities, engagement with families and our community and additional resources for students and teachers. We expect our students to do what is right, do their best, and show others grace and honor.

Perceptions Strengths

Staff reports a huge improvement in the culture on campus. Teachers recognize that we are working together to create a positive, safe, and fair work environment. Teachers report that they enjoy their teams and trust one another to work hard for each other and the student body. Teachers and staff voice that they believe in the positive, respectful and productive leadership from campus administration and office staff. Our students demonstrate joyful learning and seem to feel safe and respected at NHM. Parents are grateful to our teachers and staff for educating their children. There is an increase in pride in the development of relationships, updates on building and playground structures, and consistent enrichment opportunities for children. These perceptions are based on qualitative data collected from emails, social media posts, phone calls, and many meetings with individual families and group meetings.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 38% of NHM teachers feel they can improve their implementation of different teaching strategies. **Root Cause:** The PLC time was decreased and only implemented every other week.

Problem Statement 2: Few students respond favorably to the following question, "When everyone around you gets angry, how relaxed can you stay?" Students do not show an ability to identify their personal emotion, name it, and provide a strategy for them to stay calm when others around them are not calm. **Root Cause:** We incorporate SEL in our planning for Tier I instruction to be based on counselor's campus plans; however, we did not have our counselor meet with whole class groups on a regular, scheduled plan.

Priority Problem Statements

Problem Statement 1: PBIS practices were new campus wide in 2021-2022; therefore there was a lack of consistency in implementation in classes as evidenced by teacher/staff referrals in Focus and incident reports in Branching Minds in all grade levels.

Root Cause 1: A systematic professional learning plan of PBIS is not followed by all teachers and staff on campus.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Only 39% of NHM students in grade 3rd-5th grade students reported that they are able to self-regulate and calm themselves when things go wrong as indicated by the responses in the 2021-2022 Panorama Survey.

Root Cause 2: Lack of social-emotional emphasis on student self-regulation as scheduled in the school day.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Only 38% of NHM teachers feel they can improve their implementation of different teaching strategies.

Root Cause 3: The PLC time was decreased and only implemented every other week.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Third grade students increased their mean math RIT score from 188 (fall 2021) to 195 (*winter 2022); however, only one third of students met projected math growth from Fall to Winter 2022.

Root Cause 4: Tier I instruction must be based on MAP data to demonstrate targeted learning.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

District Goals

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from __86% to _95_% by May 2023. (ADD DATA)

High Priority

HB3 District Goal

Evaluation Data Sources: Circle Phonological Awareness

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PK-5 classrooms through professional learning sessions, planning, and materials.

Strategy's Expected Result/Impact: Increase Reading and Math scores showing 6 months to a year progress according to MAP data.

Staff Responsible for Monitoring: Principal, Asst. Principal, Coach, and Leadership Team (Guiding Coalition)





Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math





Action Step 1 Details	Reviews			
Action Step 1: Track weekly walkthroughs and feedback in Eduphoria Strive with a goal of 100% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2023 Intended Audience: Teachers, Instructional Learning Team Date(s) / Timeframe: August 2022- May 2023 Provider / Presenter / Person Responsible: Instructional Leadership Team Collaborating Departments: Literacy Department, Office of Instructional Initiatives Delivery Method: NA	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: Improve the quality and alignment of Tier I (FWISD Instructional Framework). Amplify instruction for all student by developing opportunities for teachers to engage in lesson internalization.

Strategy's Expected Result/Impact: All students and specific student populations will receive high-quality instruction that ensures growth in reading and math.

Staff Responsible for Monitoring: Principal, Asst. Principal, Coach, Guiding Coalition (leadership team)

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.</p> <p>Intended Audience: Teachers, Campus Leadership Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal, AP, Inst Coach Collaborating Departments: Literacy Department, Multilingual Ed Department, Early Learning Department Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: *Increase the percentage of our economically disadvantaged students or instruction on our campus (gender, race, program, other) from 88% to 90% by May 2023 (ADD DATA).

High Priority

HB3 District Goal

Evaluation Data Sources: MAP EOY Data
STAAR Data

Strategy 1: All staff will focus on strategies to improve literacy for student performance (% to be added on 2022 data) including HB 3 Reading Academy completion and Amplify training.

Strategy's Expected Result/Impact: All staff will successfully accomplish professional development goals for the 2022-2023 school year.

Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional coach, and Grade level team leads


Title I:


2.4, 2.5, 2.6


- **TEA Priorities:**


Build a foundation of reading and math

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Amplify and Reading Academies) by November 30, 2022 (first semester) and February 28, 2023 (second semester).</p> <p>Intended Audience: Teachers, Guiding Coalition, Campus Administrators Date(s) / Timeframe: November 30, 2022 and February 28, 2023 Provider / Presenter / Person Responsible: Literacy Department, Vendor, Instructional Coach Collaborating Departments: Lit Department, Office of Instructional Initiatives and School supports Delivery Method: Face to face and Canvas</p> <p>Funding Sources: - BEA (199 PIC 25) - 199-11-6116-001-149-25-313-000000 - \$198</p>	Formative			Summative
	Nov	Jan	Mar	June





 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources including but not limited to Amplify, Lexia, Neuhaus and campus data with PK- 5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Action Step 1 Details	Reviews			
<p>Action Step 1: By August 31, develop and publicize PLC schedules for first semester, including campus administrator to attend each PLC.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: August 31, 2022 Provider / Presenter / Person Responsible: Principal, AP, Inst. Coach, Counselor Collaborating Departments: NA Delivery Method: Face to face, virtual</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 3: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 39_% to INCREASE 10 % by May 2023.

High Priority





HB3 District Goal

Evaluation Data Sources: All staff will focus on strategies to improve literacy for student performance (% to be added on 2022 data) including HB 3 Reading Academy completion and Amplify training.

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISXD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PK -5 classrooms through professional learning sessions, planning and materials.

Strategy's Expected Result/Impact: Increase the MAP growth reading in Spanish by 10% by May 2023.





Staff Responsible for Monitoring: Principal, Asst. Principal, Coach, Teachers

Action Step 1 Details	Reviews			
Action Step 1: By August 31, develop and publicize PLC schedules, faculty meeting schedules, and vertical team meeting schedules. Intended Audience: Teachers, SBDDM, Guiding Coalition Date(s) / Timeframe: August 31, 2022 Provider / Presenter / Person Responsible: Principal, AP Collaborating Departments: Literacy Department, Office of Instructional Initiatives and school supports Delivery Method: NA	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Improve quality of Tier 1 instruction by developing the capacity of PK- 5 teachers to implement district curriculum and approved resources (Amplify, Literacy Framework, Reading Academies, Creative Curriculum) by engaging in collaborative learning and planning through PLCs.

Strategy's Expected Result/Impact: Performance Objectives Met

Staff Responsible for Monitoring: Administration Team, Teachers, Guiding Coalition

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.</p> <p>Intended Audience: Teachers Parents Date(s) / Timeframe: August 2022- May 2023 Provider / Presenter / Person Responsible: Principal, AP, Inst Coach Collaborating Departments: NA Delivery Method: Face to face</p> <p>Funding Sources: - Title I (211) - 211-11-6119-04E-149-30-510-000000-23F10 - \$18,486</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 97% to 99% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 96% to 99% by May 2023.

High Priority





HB3 District Goal

Evaluation Data Sources: Circle Math

Strategy 1: Students will receive a double-blocked math course to provide time for concepts to be pretaught, retaught, and assessed to ensure mastery.

Strategy's Expected Result/Impact: Students will be provided with a maximized opportunity to learn and practice math content





Staff Responsible for Monitoring: Principal, Math leads

Action Step 1 Details	Reviews			
<p>Action Step 1: Principal and leadership team will schedule the double block and publish by August 31, 2022.</p> <p>Intended Audience: Teachers, Students and Families</p> <p>Date(s) / Timeframe: August 31, 2022</p> <p>Provider / Presenter / Person Responsible: Principal, AP</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: NA</p> <p>Funding Sources: Salary - Title I (211) - 211-11-6129-04E-149-30-510-000000-23F10 - \$25,734</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: Improve quality of Tier 1 Math instruction by developing the capacity of PK- 5 teachers to implement district curriculum and approved resources by engaging in collaborative learning and planning through PLCs.

Strategy's Expected Result/Impact: Students will be provided with a maximied opportunity to learn and practice math content.

Staff Responsible for Monitoring: Administrators, Math leads, Instructional Coach

Action Step 1 Details	Reviews			
Action Step 1: By September 12, 2022, train 100% of math teachers/staff in FWISD Eduphoria math curriculum. Intended Audience: Teachers Students, Families Date(s) / Timeframe: September 12, 2022 Provider / Presenter / Person Responsible: Principal, AP, Inst Coach Collaborating Departments: NA Delivery Method: Google Form folder & Smore	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 57% to 66% by May 2023. (add data)

High Priority

HB3 District Goal

Evaluation Data Sources: Math MAP data

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum

Strategy's Expected Result/Impact: Teachers, Culture committee

Staff Responsible for Monitoring: Principal, AP, Campus Inst Coach, Counselor

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 41% to 55% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from % to % by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 46% to 60% by May 2023. (ADD DATA)





High Priority

HB3 District Goal

Evaluation Data Sources: STAAR

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.





Staff Responsible for Monitoring: Principal, Asst. Principal, Coach, Leadership Team

Action Step 1 Details	Reviews			
Action Step 1: By September 12, 2022, train 100% of literacy teachers/staff in FWISD PLC Framework. Intended Audience: Teachers Date(s) / Timeframe: August- September 2022 Provider / Presenter / Person Responsible: Principal AP, Campus Inst Coach Collaborating Departments: NA Delivery Method: Face to Face, Peers' classrooms	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Employ a part time STEM educator to increase students interest in literacy and create opportunities for students to use what they learn Intended Audience: Students, teachers, families Date(s) / Timeframe: 08- 2022 to 05-2023 Provider / Presenter / Person Responsible: Principal AP Delivery Method: Hiring and then scheduling Funding Sources: .5 Salary - Title I (211) - 211-11-6119-04E-149-30-510-000000-23F10	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Increase Reading and Math scores showing 6 months to a year progress according to MAP data.

Staff Responsible for Monitoring: Principal, Asst. Principal, Coach

Action Step 1 Details	Reviews			
<p>Action Step 1: By August 31, 2022 develop and publicize PLC schedules for the first semester, including data walks for teachers to walk into each others rooms and track the data being used to make decisions</p> <p>Intended Audience: Campus Leadership, Teachers</p> <p>Date(s) / Timeframe: August 31 2022</p> <p>Provider / Presenter / Person Responsible: Principal, AP, Culture Committee (guiding Coalition)</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 13% to 70% by May 2023.





High Priority

HB3 District Goal

Evaluation Data Sources: STAAR

Strategy 1: Align and leverage programs, resources, and systems of support for existing academic advising.





Staff Responsible for Monitoring: Principal, Asst. Principal, Guiding Coalition (Leadership Team)

Action Step 1 Details	Reviews			
<p>Action Step 1: Prepare a map of campus resources, programs, and people to be used throughout the year by teachers and the MTSS team to assure we maximize resources on campus.</p> <p>Intended Audience: Teachers, Staff, Parents</p> <p>Date(s) / Timeframe: September 15, 2022</p> <p>Provider / Presenter / Person Responsible: Principal, AP, MTSS committee, Culture Committee</p> <p>Delivery Method: NHM Google Folder, MTSS meetings (face to face)</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-13-6117-001-149-24-313-000000- - \$3,927</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Schedule PLC data meetings to specifically look at sub populations comparison MAP data and set student goals.

Strategy's Expected Result/Impact: 100% of students will meet MAP RIT goal.

Staff Responsible for Monitoring: Principal, AP, Inst Coach, Lead Teachers.

Action Step 1 Details	Reviews			
<p>Action Step 1: The campus will support students identified at-risk by monitoring progress through PLC sessions, planning time, MTSS, teacher/student attendance, providing counselling support as needed and utilizing teachers to monitor.</p> <p>Intended Audience: Teachers, MTSS, Culture Committee, Inst Coach</p> <p>Date(s) / Timeframe: August - May 2023</p> <p>Provider / Presenter / Person Responsible: Instructional leadership, lead teachers, instructional coach</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from __% to __% by May 2023.

Strategy 1: Cultivate safe, supportive and equitable learning environments grounded in the Learner and Culture Descriptors as defined by the FWISD Instructional Framework.

Strategy's Expected Result/Impact: All students and specific student populations will increase attendance by 25% and/or be present at school 90% of the time unless there is a documented illness.





Staff Responsible for Monitoring: Principal, Asst. Principal, Data clerk, Family engagement specialist, grade level teams

Action Step 1 Details	Reviews			
Action Step 1: Perfect Attendance will be implemented to fidelity and students will be recognized every 6 weeks. Intended Audience: Teachers, Parents, Students Date(s) / Timeframe: End of 6 weeks awards ceremony Provider / Presenter / Person Responsible: AP, Engagement Specialist Collaborating Departments: NA Delivery Method: Face to face, NHM Google Folder	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Staff will monitor attendance every 3 weeks and will reach out to student sand parents as needed to develop attendance contracts when necessary.

Strategy's Expected Result/Impact: Students attendance will improve

Staff Responsible for Monitoring: Attendance clerk, Family Engagement specialist, Student council Sponsors

Action Step 1 Details	Reviews			
<p>Action Step 1: Invite students for tangible rewards (Eagle Bucks) for good/improved attendance.</p> <p>Intended Audience: Improved Daily Attendance</p> <p>Date(s) / Timeframe: August2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Attendance clerk, Attendance Committee</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: NA</p> <p>Funding Sources: - Parent Engagement - 211-61-6399-04L-149-30-510-000000-23F10 - \$1,368.50</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.





School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from ___ to ___ by May 2023.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from ___ to ___ by May 2023.

Evaluation Data Sources: School district developed survey

Strategy 1: Align and leverage programs (PBIS, House System) and support systems of support such as MTSS to improve daily attendance, improve response to discipline (Restorative Practice) increase parent/school engagement, and improve outcomes on community/student/ staff surveys.

Staff Responsible for Monitoring: Principal, Asst. Principal, Coach, Guiding Coalition, Culture Committee

Action Step 1 Details	Reviews			
<p>Action Step 1: Schedule and publish campus activities including House celebrations, meetings. Also schedule performances, and activities for families.</p> <p>Intended Audience: Teachers, Students, Families</p> <p>Date(s) / Timeframe: Published by August 31, 2022. Completed through out the year</p> <p>Provider / Presenter / Person Responsible: Principal, Culture (GC) Committee</p> <p>Collaborating Departments: PTA</p> <p>Delivery Method: Google Forms, Campus Calendar</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: Ensure student safety and well-being and belonging by increasing volunteerism and adults in the building to lead small groups, monitor safety, and provide guidance and connection with NHM community.

Strategy's Expected Result/Impact: Increased safety and decrease behavior reports.





Staff Responsible for Monitoring: Teachers, grade level leads MTSS committee, Family Engagement Specialist

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from ___ to ___ by May 2023.

Strategy 1: Align and leverage programs (PBIS, House System) and support systems of support such as MTSS to improve daily attendance, improve response to discipline (Restorative Practice) increase parent/school engagement, and improve outcomes on community/student/ staff surveys.

Staff Responsible for Monitoring: Principal, Asst. Principal, Coach, Guiding Coalition, Culture Committee

Action Step 1 Details	Reviews			
<p>Action Step 1: Schedule and publish campus activities including House celebrations, meetings. Also schedule performances, and activities for families.</p> <p>Intended Audience: Teachers, Students, Families</p> <p>Date(s) / Timeframe: August 31, 2022, throughout the school year</p> <p>Provider / Presenter / Person Responsible: Principal, Culture GC Comittee</p> <p>Collaborating Departments: NA</p> <p>Delivery Method: na</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from ___ to ___ by May 2023.





Evaluation Data Sources: District developed survey

Strategy 1: Cultivate safe, supportive and equitable learning environments grounded in the learner and culture descriptors as defined by the FWISD Instructional Framework.

Strategy's Expected Result/Impact: All students and specific student populations will receive high-quality instruction and be welcomed at NHM.

Staff Responsible for Monitoring: Principal, Asst. Principal, Guiding Coalition, Family Engagement Specialist

Title I:
4.1, 4.2

Action Step 1 Details	Reviews			
<p>Action Step 1: Walkthroughs for one week will collect data to assure all student populations in the general classroom receive instruction aligned with their individual goals and grade-level academic needs.</p> <p>Intended Audience: Teachers, Administration Date(s) / Timeframe: August 31, 2022 - May 10, 2023 Provider / Presenter / Person Responsible: Principal, AP, Guiding Coalition Collaborating Departments: NA Delivery Method: NA</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Laura Armstrong	Principal
Administrator	Clifford Mayer	Assistant Principal
Non-classroom Professional	Yasmin Ortiz	Instructional Coach
Non-classroom Professional	Sheyla Dau	Counselor
District-level Professional	Chris Reeves	District Title 1 Coordinator
DERC Representative 1	Lauren Witherspoon	Teacher 5th Grade
Classroom Teacher 2	Jane Fontaine	Teacher - 4th Grade
Classroom Teacher 3	Eva McCarty	Teacher - KG
Classroom Teacher 4	Lily Hendricks	Teacher - 3rd Grade
Parent	Joanna Hudspeth	Parent
Parent 1	Dana Tomechko	Parent
Parent 1	Ryan Martin	Parent
Parent 2	Katie Ramirez	Parent
Parent 2	CJ Evans	Parent
Parent 3	Glenn Hutchinson	Parent
Parent 3	Jessika Wettermark	Parent
Community Representative	Mary Spradlin	Community Member
Business Representative	Margaret Harris	Business Representative
Business Representative 1	Wade Chapell	Business Member
Business Representative 2	Blair Jackson	Business Member
Community Representative	Anthony Harris	Community Representative

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1		Title I Teacher	211-11-6119-04E-149-30-510-000000-23F10	\$18,486.00
2	1	1	1	Salary	Teacher Assistant	211-11-6129-04E-149-30-510-000000-23F10	\$25,734.00
3	1	1	2	.5 Salary	Title I Teacher	211-11-6119-04E-149-30-510-000000-23F10	\$0.00
Sub-Total							\$44,220.00
Budgeted Fund Source Amount							\$44,220.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1		Tutors with degree or certified	199-13-6117-001-149-24-313-000000-	\$3,927.00
Sub-Total							\$3,927.00
Budgeted Fund Source Amount							\$3,927.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	2	1		Supplies and materials for parental involvement	211-61-6399-04L-149-30-510-000000-23F10	\$1,368.50
Sub-Total							\$1,368.50
Budgeted Fund Source Amount							\$1,368.50
+/- Difference							\$0.00

BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1		Extra duty pay for PD after hours	199-11-6116-001-149-25-313-000000	\$198.00
Sub-Total							\$198.00
Budgeted Fund Source Amount							\$198.00
+/- Difference							\$0.00
Grand Total Budgeted							\$49,713.50
Grand Total Spent							\$49,713.50
+/- Difference							\$0.00