Fort Worth Independent School District
166 South Hi Mount Elementary School
2022-2023 Campus Improvement Plan
Mission Statement

South Hi Mount prepares students to enter the real world as responsible, contributing, and competent members of society. We provide a safe, nurturing, and engaging learning environment for all students.

Vision

South Hi Mount will maintain its high level of academic achievement by actively engaging students, parents, and community in the learning process as students acquire the skills and knowledge necessary to become responsible, contributing citizens.

Value Statement

We believe equal access to learning is the right of every student.

We promote and embrace the diverse cultural and learning styles of our student population.

Teachers and parents will collaborate to close the achievement gap.

We provide a safe learning and working environment.

All students can learn and be empowered to reach high levels of achievement.

We embrace and respect the diverse cultural backgrounds of the school community.
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Comprehensive Needs Assessment

Revised/Approved: September 27, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

The South Hi Mount administrative team, leadership team, and SBDM reviewed data and collaborated to narrow our problem statements and focus on root causes.
Demographics

Demographics Summary

With more than 84,000 students in 82 elementary schools, 24 middle schools and 6th grade centers, 21 high schools and 16 other campuses, Fort Worth ISD is highly diverse:

- Hispanic: 63%
- African American: 22%
- White: 11%
- Asian: 0.17%
- Two or more races: 0.17%

South Hi Mount Elementary, established in 1936, is a PK-5th Title I campus in Fort Worth ISD in Fort Worth, TX and is also diverse. TEA reported data from 18-19:

- Hispanic: 70%
- African American: 10%
- White: 17%
- Asian: 1%
- Two or more races: 2%

Our enrollment has returned to pre-pandemic levels with 520 students. Our campus currently has a 88% attendance rate and an 12% mobility rate. South Hi Mount Elementary's student groups include 37% English Learners (ELs), 10% Gifted and Talented, and 10% Special Education, including two special education self contained classrooms. Additionally, 79% are economically disadvantaged.

South Hi Mount Elementary employs a high-quality, talented staff. SHM is fortunate to have a staff that closely monitors student groups with regards to race and ethnicity as well as special programs. The turnover rate among our staff is low because people love to work at SHM. Our campus employs stakeholder input in various ways including a guiding coalition and Professional Learning Communities (PLC) leads as well as our Site-Based Decision-Making (SBDM) committee.

Due to COVID-19 safety protocols, our ability to have visitors and volunteers on campus has been impacted. This has dramatically affected our mentors and volunteers from Christ Chapel Bible Church and PTA.

Demographics Strengths

South Hi Mount celebrates our diverse population of learners and mobility rate significantly under the district average. Our Two-Way Dual Language program has increased requests for transfers to our school. We celebrate the inclusion of our special education self-contained classrooms as an opportunity for all students to learn about inclusivity of students with special needs.
Problem Statements Identifying Demographics Needs

**Problem Statement 1:** During the 2021-2022 school year, 9 students were chronically absent (15+ absences) out of 513 students after attendance recovery. **Root Cause:** There were a variety of obstacles for families due to the pandemic. Navigating the obstacles made prioritizing attendance difficult for some families.

**Problem Statement 2:** Parent and community involvement has decreased this year with an average of 25 volunteers serving the school compared to 75+ in previous years. **Root Cause:** COVID protocols and limited visitors allowed on campus made it difficult to have consistent volunteer and mentorship opportunities.

**Problem Statement 3 (Prioritized):** On the 2021 Social Emotional Learning (SEL) survey, 46% of students reported having difficulty controlling their emotions. **Root Cause:** There is not a common belief and understanding across the campus in providing students with the tools and time to self-regulate.
Student Learning Summary

The campus leadership committee met and considered a variety of student academic achievement information and data, including district and campus based MAP assessments, report card grades, past STAAR scores and teacher information. The committee analyzed differences between student groups (special ed, at-risk, and EL) and grade levels. The summary data listed below includes information that rose to the top as the committee's most significant findings. When information was not available, the committee leaned on information from the 2018-2019 school year. During the 2018-2019 school year, SHM received a B rating from the Texas Education Agency and earned 3 of the 6 possible distinctions. Distinctions were awarded in science, postsecondary readiness, and comparative closing the gaps. Utilizing the 2021 STAAR data, it is noted that the campus received an "A" campus rating and earned 4 out of 6 possible distinctions. The distinctions earned were reading, comparative growth, comparative closing the gaps, and postsecondary readiness.

MAP assessments are given three times per year and were the primary source for data and below is a summary of comparison data from the 2021 - 2022 school year.

MAP Projected Growth - Percent Met Projection - Comparison Fall 2021 to Winter 2022

<table>
<thead>
<tr>
<th>Grade/Subject</th>
<th>H</th>
<th>AA</th>
<th>W</th>
<th>ALL</th>
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</thead>
<tbody>
<tr>
<td>K MATH</td>
<td>37%</td>
<td>n/a</td>
<td>38%</td>
<td>36%</td>
</tr>
<tr>
<td>K RDG ENG</td>
<td>52%</td>
<td>n/a</td>
<td>54%</td>
<td>52%</td>
</tr>
<tr>
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<td>46%</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>1ST MATH</td>
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<td>43%</td>
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<tr>
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<tr>
<td>2ND MATH</td>
<td>34%</td>
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<td>2ND RDG ENG</td>
<td>22%</td>
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<td>3RD MATH</td>
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<td>82%</td>
<td>70%</td>
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<tr>
<td>3RD RDG ENG</td>
<td>44%</td>
<td>n/a</td>
<td>55%</td>
<td>46%</td>
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</tbody>
</table>
### Student Learning Strengths

MAP data shows some bright spots for our school. Third grade math had 70% of students who met their projected growth goal from fall 2021 to winter 2022. Over half of our 4th graders met their projected growth goal in reading and math. Benchmarks from middle of the year showed 70% of students made growth from the prior benchmark.

The campus past three years of reported STAAR accountability rising from an 81 to an 87 to a 92 this past year. The campus earned an "A" rating for this past year with 4 out of 6 distinctions.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Based on the MOY (Jan) MAP math assessment (nationally normed test), 64% of kinder and 2nd are not on track to meet their projected end of year goal. **Root Cause:** The lack of consistent tier one education for our students during the pandemic has impacted student achievement. There is a need for acceleration and intervention for students.

**Problem Statement 2 (Prioritized):** On the Middle of the Year (Jan) District Reading Assessment 78% of second graders scored below the national norm. **Root Cause:** The lack of consistent tier one education for our students during the pandemic has impacted student achievement. There is a need for acceleration and intervention for students.

**Problem Statement 3:** On the Middle of the Year District Reading Assessment the percentage of student groups except for English Learners decreased by 2% or more when comparing to the national norm. **Root Cause:** The lack of consistent tier one education for our students during the pandemic has impacted student achievement. There is a need for acceleration and intervention for students.

**Problem Statement 4:** During the 2021-2022 school year, 9 students were chronically absent (15+ absences) out of 513 students after attendance recovery. **Root Cause:** There were a variety of obstacles for families due to the pandemic. Navigating the obstacles made prioritizing attendance difficult for some families.

**Problem Statement 5 (Prioritized):** PLC meetings have not always had a focus on rigorous tier one instruction, alignment, and building the capacity of teachers as leaders. **Root...
**Cause:** Due to COVID, lack of extra personnel, and other requirements for training, we have not been able to do an extended PLC time for teachers on a weekly basis. focused on our priorities.

**Problem Statement 6 (Prioritized):** On the 2021 Social Emotional Learning (SEL) survey, 46% of students reported having difficulty controlling their emotions. **Root Cause:** There is not a common belief and understanding across the campus in providing students with the tools and time to self-regulate.

**Problem Statement 7:** Based on the MOY (Jan) MAP (nationally normed test) Math percent met goal for African American students decreased with an 8% decline compared to other subgroups who demonstrated growth. **Root Cause:** We have not always responded to culturally relevant needs of our students in our instructional practices.
School Processes & Programs

School Processes & Programs Summary

The process for developing focused improvement plans begins with the review of the appropriate data by the different stakeholders, including campus administration team, campus leadership team, faculty, and Site Based Decision Making Team. The data will be reviewed by the different groups who provide feedback to help identify root causes, goals, action steps and progress monitoring. This could include professional development (PD). In addition to PD directly related to focused improvement plans, PD is determined throughout the school year as identified by Campus Leadership Team and/or Administration Team based on walkthroughs and teacher, teacher feedback, and student data.

In 2021, campus processes and programs were reviewed. Results identified three school-wide processes needing improvement:

(1) Professional development for teachers to support students who have fundamental reading gaps or are multiple years behind in reading.

(2) Revise and refine the MTSS system for students.

(3) Support and professional development for analyzing of data, instructional framework,

In response to the areas needing improvement, professional development in the 2020-21 school year included: a deep dive into the new Instructional and Literacy Framework developed by FWISD. PLC groups reviewed and analyzed the lowest performing TEKS literacy and math.

At the end of this year-long focus on understanding the new Instructional and Literacy Framework, classroom walk-throughs demonstrate greater evidence of fidelity to the lesson cycle and gradual release of instruction. Teachers demonstrate a greater proficiency with explicit modeling and use of process steps and during the literacy block, teachers feel more comfortable moving between the Four Fundamentals of Literacy Instruction.

Teachers continue to ask for additional strategies for consistently providing instruction at the level of rigor for the TEKS. During the 2021-2022 school year, with the loss of interim assessments, the campus will continue looking for ways to strengthen the assessment/data analysis/instructional planning process. Additionally, a committee of teachers is working together to identify a common math problem solving process to be used campus wide.

SHM offers two-way dual language, dyslexia, gifted and talented, ESL, speech and special education inclusion classes. We also have two classes of self-contained special education students who need more specialized instruction to support their learning needs.

As part of our instructional plan, we are a one-to-one technology campus. All students use their technology to complete at least one hour a week in both reading and math Pathblazers. In addition, grades kindergarten through fifth use the Google Classroom as part of their instruction and lessons. Likewise, in grades second through fifth all students complete at least one online reading article and activity. All students participate in online MAP testing at least three times a year.

The campus has a master schedule that includes special rotations that provide planning periods, lunches, assistant duties and scheduled PLCs that have a draft plan for the school year.

The classroom management is based on Restorative Practices and building relationships of trust with the students. The teachers and students develop together a class Respect Agreement. Additionally, the classes have Positive Behavioral Interventions and Supports (PBIS) in place. All classrooms provide a positive rewards system in place. Between the Restorative Practices and the PBIS there are few discipline referrals at SHM.

School Processes & Programs Strengths

In 2021-2022 all K-3 teachers participated in the Science of Teaching Reading training, building their skills to effectively instruct early learners.
This school year the two way dual language program moved up to the 4th grade.

During the 2021-2022 school year, 77 students were referred for through the MTSS process. We have exited 21 students from the MTSS process. We have referred 4 students for dyslexia testing and 17 students for special education testing. There are 8 students on MTSS who have qualified for accommodations for STAAR testing. High impact tutoring was provided for over 100 students in grades K-5 during the spring of 2022.

Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** PLC meetings have not always had a focus on rigorous tier one instruction, alignment, and building the capacity of teachers as leaders. **Root Cause:** Due to COVID, lack of extra personnel, and other requirements for training, we have not been able to do an extended PLC time for teachers on a weekly basis. focused on our priorities.

**Problem Statement 2:** Parent and community involvement has decreased this year with an average of 25 volunteers serving the school compared to 75+ in previous years. **Root Cause:** COVID protocols and limited visitors allowed on campus made it difficult to have consistent volunteer and mentorship opportunities.
Perceptions

Perceptions Summary

South Hi Mount Elementary seeks the feedback of all stakeholders through regular surveys.

The most significant survey results from the 2020 student survey include:

An annual review is conducted of the discipline records, including student conflicts, all forms of violence, bullying, drug offenses and DAEP placements. In the past two school years, South Hi Mount Elementary had very few incidents of negative behavior. In fact, there are significant decreases when compared with prior years. Professional development and the new conflict resolution program that started in the fall of 2018 are making a difference. Actual data includes 30 discipline referrals in 2021-2022 compared to 33 discipline referrals in 2018-19 and 85 referrals in 2017-18.

South Hi Mount Elementary also places a priority on creating a family and community friendly school environment. Prior to COVID-19 safety protocols being put in place, our administrative team and PTA lead family and community engagement initiatives. Parents can come as often as they like. The campus provides translations on the website and also with printed materials in most languages spoken in school. We also provide interpreters for school events, especially for events held early in the year, such as registration and Meet the Teacher Night. We make sure that our routines are consistent, including sending our Take-Home folders every day.

Perceptions Strengths

Our social media accounts have increased in popularity and currently have these numbers of followers: Facebook - 966, Twitter - 215, Instagram - 560, Class Dojo - 853. This allows us quick turnaround to communicate with our families. Our 2020 parent survey showed that 96% of parents feel that the school responds promptly when they e-mail, call, or message us. Parent survey results also showed that 97% agree that the teachers make themselves available to parent. 94% of parents say they feel welcome at South Hi Mount Elementary and that our staff care about their child. Concurrent with parent survey results, 89% of students report having a teacher or child at school that they know will help them no matter what. Students reported that they feel respect from their teacher, with 88% reporting favorably. Teachers were surveyed about their perceptions of working at SHM. Results showed that 100% feel that we have an inviting work environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): On the 2021 Social Emotional Learning (SEL) survey, 46% of students reported having difficulty controlling their emotions. Root Cause: There is not a common belief and understanding across the campus in providing students with the tools and time to self-regulate.

Problem Statement 2: Parent and community involvement has decreased this year with an average of 25 volunteers serving the school compared to 75+ in previous years. Root Cause: COVID protocols and limited visitors allowed on campus made it difficult to have consistent volunteer and mentorship opportunities.
Problem Statement 3: On the Panorama teacher survey 63% percent of the staff perceived that their teaching can improve over time, with 37% feeling like their teaching cannot improve. **Root Cause:** PLC time has not always been focused on teacher discussion and implementation of new practices and strategies.

Problem Statement 4 (Prioritized): On the Panorama survey, 61% of students in grades 3-5 felt that they were valued members of the school community while 39% did not feel valued. **Root Cause:** There has not been consistent implementation of restorative practices and recognitions across the school.
Priority Problem Statements

**Problem Statement 3**: On the 2021 Social Emotional Learning (SEL) survey, 46% of students reported having difficulty controlling their emotions.

**Root Cause 3**: There is not a common belief and understanding across the campus in providing students with the tools and time to self-regulate.

**Problem Statement 3 Areas**: Demographics - Student Learning - Perceptions

**Problem Statement 1**: Based on the MOY (Jan) MAP math assessment (nationally normed test), 64% of kinder and 2nd are not on track to meet their projected end of year goal.

**Root Cause 1**: The lack of consistent tier one education for our students during the pandemic has impacted student achievement. There is a need for acceleration and intervention for students.

**Problem Statement 1 Areas**: Student Learning

**Problem Statement 4**: PLC meetings have not always had a focus on rigorous tier one instruction, alignment, and building the capacity of teachers as leaders.

**Root Cause 4**: Due to COVID, lack of extra personnel, and other requirements for training, we have not been able to do an extended PLC time for teachers on a weekly basis, focused on our priorities.

**Problem Statement 4 Areas**: Student Learning - School Processes & Programs

**Problem Statement 5**: On the Middle of the Year (Jan) District Reading Assessment 78% of second graders scored below the national norm.

**Root Cause 5**: The lack of consistent tier one education for our students during the pandemic has impacted student achievement. There is a need for acceleration and intervention for students.

**Problem Statement 5 Areas**: Student Learning

**Problem Statement 2**: On the Panorama survey, 61% of students in grades 3-5 felt that they were valued members of the school community while 39% did not feel valued.

**Root Cause 2**: There has not been consistent implementation of restorative practices and recognitions across the school.

**Problem Statement 2 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
- 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

**Student Data: Assessments**
- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade 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
- STEM and/or STEAM data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline 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

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure 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
- Action research results
District Goals

Revised/Approved: September 23, 2022

District Goal 1: Early Literacy
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 PK students who score On Track on Circle Phonological Awareness in English from 92% to 95% by May 2023.
Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 100% to 100% by May 2023.
Increase the percentage of Hispanic PK students who score On Track on Circle Phonological Awareness in English from 84% to 89% by May 2023.

Evaluation Data Sources: Circle test

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify unit and lesson internalization process and the FWISD instructional framework process to ensure explicit monitoring, adjustment of instruction, checks for understanding, and rigorous instruction daily.

Strategy's Expected Result/Impact: 85% of lessons observed are aligned to the appropriate level of rigor or standard.
90% of PLCs observed will focus on equity: standards, alignment, planning, and collaboration.
90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.
80% of teachers will respond positively to feedback and coaching questions on Panorama survey.

Staff Responsible for Monitoring: Admin team, Campus Instructional Coach (CIC)

Title I:

- TEA Priorities:
  Build a foundation of reading and math

- ESF Levers:
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<thead>
<tr>
<th>Action Step 1 Details</th>
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<tr>
<td>Action Step 1: All PK teachers will receive training and support implementing Creative Curriculum.</td>
<td>Formative</td>
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<tr>
<td><strong>Intended Audience:</strong> PK teachers</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> Summer initial training and continued training throughout the year.</td>
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<td><strong>Collaborating Departments:</strong> Early Childhood Department</td>
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<td><strong>Delivery Method:</strong> In Person</td>
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<th>Action Step 2 Details</th>
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<td>Action Step 2: Instructional coach will provide support, feedback, model lessons, and training to implement quality Tier one instruction that is culturally responsive.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> Teachers</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> Ongoing and during PLC</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Instructional Coach</td>
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<td><strong>Collaborating Departments:</strong> Teaching &amp; Learning</td>
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<td><strong>Delivery Method:</strong> In Person</td>
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<tr>
<th>Action Step 3 Details</th>
<th>Reviews</th>
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<tbody>
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<td>Action Step 3: Data analyst and administration will help teachers focus on data analysis utilizing district and campus protocols in order to impact tier one instruction, acceleration, and intervention.</td>
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<td><strong>Intended Audience:</strong> Teachers</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> Monthly</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Data Analyst, Admin</td>
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<td><strong>Collaborating Departments:</strong> Assessment &amp; Data Quality (ADQ)</td>
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<tr>
<td><strong>Delivery Method:</strong> In person - whole group, PLC, and individual</td>
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**Strategy 2:** Create classrooms that promote culturally responsive learning through equitable access to diverse instructional materials, research-based practices and resources.

**Strategy's Expected Result/Impact:** 90% of lesson plans reviewed will show culturally responsive practices reflected in plans. 75% of lessons observed will demonstrate culturally responsive practices and/or materials used in the lesson.

**Staff Responsible for Monitoring:** Admin Team

**TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

**Problem Statements:** Perceptions 4

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<td><strong>Action Step 1:</strong> Instructional coach will provide support, feedback, model lessons, and training to implement quality Tier one instruction that is culturally responsive.</td>
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<tr>
<td><strong>Intended Audience:</strong> Teachers</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> Ongoing with check-ins once per six weeks.</td>
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<td><strong>Delivery Method:</strong> In Person</td>
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- **No Progress**
- **Accomplished**
- **Continue/Modify**
- **Discontinue**

**Strategy 3:** Ensure PLCs are regularly scheduled and actively develop engaging and rigorous lessons based upon student needs with district approved resources.

**Strategy's Expected Result/Impact:** Teachers will have the time and space to collaborate and support each other in their learning.

**Staff Responsible for Monitoring:** Admin, Teachers

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- **ESF Levers:**
  Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1, 5 - School Processes & Programs 1

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<tr>
<td><strong>Action Step 1:</strong> Extended PLC will take place once a week for all 1st-5th grade teachers. There will be a common planning time across the pyramid so that teachers can collaborate with other schools.</td>
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<tr>
<td><strong>Intended Audience:</strong> Teachers</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> Weekly</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Teachers, Administration, Campus Instructional Coach (CIC)</td>
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<td><strong>Collaborating Departments:</strong> Teaching &amp; Learning</td>
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<td><strong>Delivery Method:</strong> In person</td>
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- **No Progress**
- **Accomplished**
- **Continue/Modify**
- **Discontinue**
### Action Step 2 Details

**Action Step 2:** Ensure that at least 70% of weekly PLC time is focused on internalization, planning, and practice for Amplify, Eureka, and Creative Curriculum for teachers.

- **Intended Audience:** Teachers
- **Date(s) / Timeframe:** August - May
- **Provider / Presenter / Person Responsible:** Admin, CIC
- **Collaborating Departments:** Teaching and Learning, Early Childhood
- **Delivery Method:** Face to Face

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**Strategy 4:** Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework in order to improve fluency and literacy comprehension in all classrooms through professional learning sessions, planning, materials, and extended day.

- **Staff Responsible for Monitoring:** Administration, teachers, Campus Instructional Coach
- **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability
- **Problem Statements:** Student Learning 1, 2

### Action Step 1 Details

**Action Step 1:** Purchase of supplemental classroom supplies such as paper and other consumable resources.

- **Intended Audience:** Teachers and students
- **Date(s) / Timeframe:** Supplies will be examined at the end of each six weeks to see what needs to be replenished.
- **Provider / Presenter / Person Responsible:** Administration
- **Funding Sources:** Classroom supplies - Title I (211) - 211-11-6399-04E-166-30-510-000000-23F10 - $378

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**School Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Based on the MOY (Jan) MAP math assessment (nationally normed test), 64% of kinder and 2nd are not on track to meet their projected end of year goal.

**Root Cause:** The lack of consistent tier one education for our students during the pandemic has impacted student achievement. There is a need for acceleration and intervention for students.
### Student Learning

**Problem Statement 2**: On the Middle of the Year (Jan) District Reading Assessment 78% of second graders scored below the national norm. **Root Cause**: The lack of consistent tier one education for our students during the pandemic has impacted student achievement. There is a need for acceleration and intervention for students.

**Problem Statement 5**: PLC meetings have not always had a focus on rigorous tier one instruction, alignment, and building the capacity of teachers as leaders. **Root Cause**: Due to COVID, lack of extra personnel, and other requirements for training, we have not been able to do an extended PLC time for teachers on a weekly basis. focused on our priorities.

### School Processes & Programs

**Problem Statement 1**: PLC meetings have not always had a focus on rigorous tier one instruction, alignment, and building the capacity of teachers as leaders. **Root Cause**: Due to COVID, lack of extra personnel, and other requirements for training, we have not been able to do an extended PLC time for teachers on a weekly basis. focused on our priorities.

### Perceptions

**Problem Statement 4**: On the Panorama survey, 61% of students in grades 3-5 felt that they were valued members of the school community while 39% did not feel valued. **Root Cause**: There has not been consistent implementation of restorative practices and recognitions across the school.
**District Goal 1:** Early Literacy
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 Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 42% to 50% by May 2023.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 20% to 35% by May 2023.
Increase the percentage of Special Education students in Kindergarten - Grade 3 who Meet or Exceed grade level expectations on key MAP fluency indicators from 20% to 35% by May 2023.

**Evaluation Data Sources:** MAP fluency test

**Strategy 1:** Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify unit and lesson internalization process and the FWISD instructional framework process to ensure explicit monitoring, adjustment of instruction, checks for understanding, and rigorous instruction daily.

**Strategy's Expected Result/Impact:**
- 85% of lessons observed are aligned to the appropriate level of rigor or standard.
- 90% of PLCs observed will focus on equity: standards, alignment, planning, and collaboration.
- 90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.

**Staff Responsible for Monitoring:** admin team

**TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**

**Problem Statements:** Student Learning 1, 2

**Strategy 2:** Improve the quality of instruction for special education students by increasing the capacity and teamwork of special educators and general educators through standards aligned planning and lesson delivery via the PLC process.

**Strategy's Expected Result/Impact:**
- MAP fluency data for marginalized groups in grade K-3 will demonstrate an increase above 15%.
- 85% of lessons and student work observed are aligned to appropriate level of rigor of standard.
- 90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.

**Staff Responsible for Monitoring:** Admin team, data analyst, teachers, special education teacher

**TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
  Lever 5: Effective Instruction

- **Results Driven Accountability**

**Problem Statements:** Student Learning 5 - School Processes & Programs 1
**Strategy 3:** Develop the capacity of K-5 teachers to implement the Literacy Framework and HB3 TRA strategies.

**Strategy's Expected Result/Impact:** 100% of teachers will complete the HB3 reading academies on time and in a satisfactory manner. 75% of lessons observed in literacy instruction will demonstrate implementation of HB3 TRA strategies.

**Staff Responsible for Monitoring:** Admin team

**TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

**Problem Statements:** Student Learning 1, 2

**Strategy 4:** Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify unit and lesson internalization process and the FWISD instructional framework process to ensure explicit monitoring, adjustment of instruction, checks for understanding, and rigorous instruction daily.

**Strategy's Expected Result/Impact:** 85% of lessons observed are aligned to the appropriate level of rigor or standard. 90% of PLCs observed will focus on equity: standards, alignment, planning, and collaboration. 90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity. 80% of teachers will respond positively to feedback and coaching questions on Panorama survey.

**Staff Responsible for Monitoring:** Admin team, Campus Instructional Coach (CIC)

**TEA Priorities:**
Build a foundation of reading and math

- **ESF Levers:**

### Action Step 1 Details

<table>
<thead>
<tr>
<th>Action Step 1: Purchase of supplemental classroom supplies such as paper and other consumable resources.</th>
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<tbody>
<tr>
<td><strong>Intended Audience:</strong> Teachers and students</td>
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<td><strong>Date(s) / Timeframe:</strong> Supplies will be examined at the end of each six weeks to see what needs to be replenished.</td>
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### Reviews

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<tr>
<td>Nov</td>
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- **0% No Progress**
- **50% Accomplished**
- **Continue/Modify**
- **Discontinue**
**Strategy 5:** Ensure PLCs are regularly scheduled and actively develop engaging and rigorous lessons based upon student needs with district approved resources.

**Strategy's Expected Result/Impact:** Teachers will have the time and space to collaborate and support each other in their learning.

**Staff Responsible for Monitoring:** Admin, Teachers

**TEA Priorities:**
- Recruit, support, retain teachers and principals, Build a foundation of reading and math

**ESF Levers:**
- Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1, 5 - School Processes & Programs 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Action Step 1:</strong> Campus Data Leader will help teachers focus on data analysis utilizing district and campus protocols in order to impact tier one instruction, acceleration, and intervention.</td>
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<td><strong>Intended Audience:</strong> Teachers</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> Weekly PLCs and in-depth data analysis following assessments.</td>
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0% No Progress  100% Accomplished  Continue/Modify  Discontinue

**Strategy 6:** Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework in order to improve fluency and literacy comprehension in all classrooms through professional learning sessions, planning, materials, and extended day.

**Staff Responsible for Monitoring:** Administration, teachers, Campus Instructional Coach

**ESF Levers:**
- Results Driven Accountability

**Problem Statements:** Student Learning 1, 2

**School Performance Objective 2 Problem Statements:**
### Student Learning

**Problem Statement 1:** Based on the MOY (Jan) MAP math assessment (nationally normed test), 64% of kinder and 2nd are not on track to meet their projected end of year goal. **Root Cause:** The lack of consistent tier one education for our students during the pandemic has impacted student achievement. There is a need for acceleration and intervention for students.

**Problem Statement 2:** On the Middle of the Year (Jan) District Reading Assessment 78% of second graders scored below the national norm. **Root Cause:** The lack of consistent tier one education for our students during the pandemic has impacted student achievement. There is a need for acceleration and intervention for students.

**Problem Statement 5:** PLC meetings have not always had a focus on rigorous tier one instruction, alignment, and building the capacity of teachers as leaders. **Root Cause:** Due to COVID, lack of extra personnel, and other requirements for training, we have not been able to do an extended PLC time for teachers on a weekly basis focused on our priorities.

### School Processes & Programs

**Problem Statement 1:** PLC meetings have not always had a focus on rigorous tier one instruction, alignment, and building the capacity of teachers as leaders. **Root Cause:** Due to COVID, lack of extra personnel, and other requirements for training, we have not been able to do an extended PLC time for teachers on a weekly basis focused on our priorities.
District Goal 1: Early Literacy
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 English from 45% to 50% by May 2023.
Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 35% to 40% by May 2023.
Increase the percentage of special education students in Kindergarten through Grade 5 who meet or exceed projected growth on MAP Growth Reading from 24% to 34% by May 2023.

HB3 District Goal

Evaluation Data Sources: MAP Growth reading test

Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning and explicit lesson delivery.

Strategy's Expected Result/Impact: 85% of lessons observed are aligned to the appropriate level of rigor or standard.
90% of PLCs observed will focus on equity: standards, alignment, planning, and collaboration.
90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.
80% of teachers will respond positively to feedback and coaching questions on Panorama survey.

Staff Responsible for Monitoring: Admin team

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
  - ESF Levers:

Problem Statements: Student Learning 1, 2

Strategy 2: Create classrooms that promote culturally responsive learning through equitable access to diverse instructional materials, research-based practices and resources.

Strategy's Expected Result/Impact: 90% of lesson plans reviewed will show culturally responsive practices reflected in plans.
75% of lessons observed will demonstrate culturally responsive practices and/or materials used in the lesson.

Staff Responsible for Monitoring: Admin Team

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
  - ESF Levers:
Effective Instruction

**Problem Statements:** Student Learning 5 - School Processes & Programs 1

**Strategy 3:** Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated Instruction available to improve student performance and help students attain a standard growth on the basis of the student's Individualized Education Plan (IEP).

**Strategy's Expected Result/Impact:** Students will show growth on campus, district, and state assessments.

**Staff Responsible for Monitoring:** Teachers, Special education teacher, diagnostician, administration.

**TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
  - Lever 5: Effective Instruction
  - Targeted Support Strategy - Results Driven Accountability

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<tr>
<th>Action Step 1 Details</th>
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<td>Action Step 1: Promote and encourage the administration, interpretation and application of MAP BOY, MOY and EOY and other sources of data to inform present levels of performance, instructional programming CEIP goals, targets and professional learning.</td>
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<td><strong>Date(s) / Timeframe:</strong> September, January, May</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Campus Data Leader (CDL), Teachers, Campus Instructional Coach (CIC), Administration</td>
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<td><strong>Collaborating Departments:</strong> Special Education, Assessment and Data Quality</td>
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<td><strong>Delivery Method:</strong> In person during PLC, Data Meetings</td>
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- [ ] No Progress
- [ ] Accomplished
- [ ] Continue/Modify
- [ ] Discontinue

**Strategy 4:** Ensure PLCs are regularly scheduled and actively develop engaging and rigorous lessons based upon student needs with district approved resources.

**Strategy's Expected Result/Impact:** Teachers will have the time and space to collaborate and support each other in their learning.

**Staff Responsible for Monitoring:** Admin, Teachers

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- **ESF Levers:**
  - Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Student Learning 1, 5 - School Processes & Programs

Strategy 5: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework in order to improve fluency and literacy comprehension in all classrooms through professional learning sessions, planning, materials, and extended day.

Staff Responsible for Monitoring: Administration, teachers, Campus Instructional Coach

ESF Levers:

Problem Statements: Student Learning 1, 2

Action Step Details

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<th>Action Step 1:</th>
<th>Consumable supplies and resources will be purchased for bilingual students to use in the classroom.</th>
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<td>Intended Audience:</td>
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Reviews

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Summative

School Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Based on the MOY (Jan) MAP math assessment (nationally normed test), 64% of kinder and 2nd are not on track to meet their projected end of year goal. Root Cause: The lack of consistent tier one education for our students during the pandemic has impacted student achievement. There is a need for acceleration and intervention for students.

Problem Statement 2: On the Middle of the Year (Jan) District Reading Assessment 78% of second graders scored below the national norm. Root Cause: The lack of consistent tier one education for our students during the pandemic has impacted student achievement. There is a need for acceleration and intervention for students.

Problem Statement 5: PLC meetings have not always had a focus on rigorous tier one instruction, alignment, and building the capacity of teachers as leaders. Root Cause: Due to COVID, lack of extra personnel, and other requirements for training, we have not been able to do an extended PLC time for teachers on a weekly basis. focused on our priorities.

School Processes & Programs

Problem Statement 1: PLC meetings have not always had a focus on rigorous tier one instruction, alignment, and building the capacity of teachers as leaders. Root Cause: Due to COVID, lack of extra personnel, and other requirements for training, we have not been able to do an extended PLC time for teachers on a weekly basis. focused on our priorities.
District Goal 2: Early Math  
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 English students who score On Track on Circle Math from 69% to 74% by May 2023. Increase the percentage of PK Spanish students who score On Track on Circle Math from 68% to 73% by May 2023. Increase the percentage of PK ELL students who score On Track on Circle Math from 33% to 40% by May 2023.

Evaluation Data Sources: Circle math test

Strategy 1: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, and math frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: 85% of lessons observed are aligned to the appropriate level of rigor or standard.  
90% of PLCs observed will focus on equity: standards, alignment, planning, and collaboration.  
90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.  
80% of teachers will respond positively to feedback and coaching questions on Panorama survey.

Staff Responsible for Monitoring: Admin team

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:

Strategy 2: Create classrooms that promote culturally responsive learning through equitable access to diverse instructional materials, research-based practices and resources.

Strategy's Expected Result/Impact: 90% of lesson plans reviewed will show culturally responsive practices reflected in plans.  
75% of lessons observed will demonstrate culturally responsive practices and/or materials used in the lesson.

Staff Responsible for Monitoring: Admin Team
District Goal 2: Early Math
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 Kinder students who score On Track on TX-KEA Math from 60% to 65% by May 2023. Increase the percentage of Economically Disadvantaged Kinder students who score On Track on TX-KEA Math from 51% to 56% by May 2023.

Evaluation Data Sources: TX-KEA math test

Strategy 1: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, and math frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: 85% of lessons observed are aligned to the appropriate level of rigor or standard. 90% of PLCs observed will focus on equity: standards, alignment, planning, and collaboration. 90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity. 80% of teachers will respond positively to feedback and coaching questions on Panorama survey.

Staff Responsible for Monitoring: Admin Team

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- ESF Levers:

Strategy 2: Create classrooms that promote culturally responsive learning through equitable access to diverse instructional materials, research-based practices and resources.

Strategy's Expected Result/Impact: 90% of lesson plans reviewed will show culturally responsive practices reflected in plans. 75% of lessons observed will demonstrate culturally responsive practices and/or materials used in the lesson.

Staff Responsible for Monitoring: Admin Team

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- ESF Levers:
**District Goal 2:** Early Math
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 47% to 52% by May 2023.
Increase the percentage of African-American Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 34% to 40% by May 2023.

**Evaluation Data Sources:** MAP growth math test

**Strategy 1:** Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, and math frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:**
85% of lessons observed are aligned to the appropriate level of rigor or standard.
90% of PLCs observed will focus on equity: standards, alignment, planning, and collaboration.
90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.
80% of teachers will respond positively to feedback and coaching questions on Panorama survey.

**Staff Responsible for Monitoring:** Admin team

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**
  - Lever 1: Strong School Leadership and Planning
  - Lever 2: Effective, Well-Supported Teachers
  - Lever 3: Positive School Culture
  - Lever 4: High-Quality Curriculum
  - Lever 5: Effective Instruction

### Action Step 1 Details

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<td><strong>Action Step 1</strong></td>
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<tr>
<td>Intended Audience</td>
<td>Students and teachers</td>
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**Strategy 2:** Create classrooms that promote culturally responsive learning through equitable access to diverse instructional materials, research-based practices and resources.
Strategy's Expected Result/Impact: 90% of lesson plans reviewed will show culturally responsive practices reflected in plans. 75% of lessons observed will demonstrate culturally responsive practices and/or materials used in the lesson.

Staff Responsible for Monitoring: Admin Team

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
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<tbody>
<tr>
<td><strong>Action Step 1:</strong> Purchase of technology resources such as Nearpod to supplement and enhance curriculum resources. <strong>Intended Audience:</strong> Teachers &amp; Students. <strong>Date(s) / Timeframe:</strong> September, 2022 <strong>Provider / Presenter / Person Responsible:</strong> Admin <strong>Funding Sources:</strong> Technology subscriptions - Title I (211) - 211-11-6399-04E-166-30-510-000000-23F10 - $4,200</td>
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Strategy 3: Develop the capacity of PK-5 teachers to implement FWISD math framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

Staff Responsible for Monitoring: Administration, Campus Instructional Coach

TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
  Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Student Learning 1
## Action Step 1 Details

**Action Step 1:** Data analyst and administration will help teachers focus on data analysis utilizing district and campus protocols in order to impact tier one instruction, acceleration, and intervention.

**Intended Audience:** Teachers  
**Date(s) / Timeframe:** Monthly  
**Provider / Presenter / Person Responsible:** Data Analyst, Admin  
**Collaborating Departments:** Assessment & Data Quality (ADQ)  
**Delivery Method:** In person - whole group, PLC, and individual

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<thead>
<tr>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative</td>
</tr>
<tr>
<td>Nov</td>
</tr>
<tr>
<td><img src="image" alt="No Progress" /></td>
</tr>
</tbody>
</table>

## School Performance Objective 3 Problem Statements:

**Problem Statement 1:** Based on the MOY (Jan) MAP math assessment (nationally normed test), 64% of kinder and 2nd are not on track to meet their projected end of year goal.

**Root Cause:** The lack of consistent tier one education for our students during the pandemic has impacted student achievement. There is a need for acceleration and intervention for students.
District Goal 3: CCMR
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 33% to 40% by May 2023.
Increase the percentage of ELL students scoring at MEETS or above on STAAR Reading from 24% to 30% by May 2023.

Evaluation Data Sources: STAAR reading test

Strategy 1: Improve the quality of Tier 1 instruction in all content areas through culturally responsive instruction, data analysis, standards aligned planning, lesson delivery, and performance data.

Strategy's Expected Result/Impact: 85% of lessons observed are aligned to the appropriate level of rigor or standard. 90% of PLCs observed will focus on equity: standards, alignment, planning, and collaboration. 90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity. 80% of teachers will respond positively to feedback and coaching questions on Panorama survey.

Staff Responsible for Monitoring: Admin Team

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Strategy 2: Create classrooms that promote culturally responsive learning through equitable access to diverse instructional materials and resources.

Strategy's Expected Result/Impact: 90% of lesson plans reviewed will show culturally responsive practices reflected in plans. 75% of lessons observed will demonstrate culturally responsive practices and/or materials used in the lesson.

Staff Responsible for Monitoring: Admin Team

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Strategy 3: Daily instruction is provided at the depth and complexity of the grade level and above standards. This includes classroom activities, assignments, formative and summative assessments from the curriculum framework in all courses for all students.

Staff Responsible for Monitoring: Administration, Campus Instructional Coach, Teachers
TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
District Goal 3: CCMR
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 3-5 grade students scoring at MEETS or above on STAAR Math from 33% to 40% by May 2023.
Increase the percentage of economically disadvantaged students scoring at MEETS or above on STAAR Math from 29% to 39% by May 2023.

Evaluation Data Sources: STAAR math test

Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning and explicit lesson delivery.

Strategy's Expected Result/Impact: Create classrooms that promote culturally responsive learning through equitable access to diverse instructional materials, research-based practices and resources 90% of lesson plans reviewed will show culturally responsive practices reflected in plans.
75% of lessons observed will demonstrate culturally responsive practices and/or materials used in the lesson.

Staff Responsible for Monitoring: Admin Team

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Data analyst and administration will help teachers focus on data analysis utilizing district and campus protocols in order to impact tier one instruction, acceleration, and intervention.</td>
<td></td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> Teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> Monthly</td>
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<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Data Analyst, Admin</td>
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</tr>
<tr>
<td><strong>Collaborating Departments:</strong> Assessment &amp; Data Quality (ADQ)</td>
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<tr>
<td><strong>Delivery Method:</strong> In person - whole group, PLC, and individual</td>
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<tr>
<td><strong>Formative</strong></td>
<td><strong>Summative</strong></td>
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<tr>
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Strategy 2: Create classrooms that promote culturally responsive learning through equitable access to diverse instructional materials and resources.

Strategy's Expected Result/Impact: 90% of lesson plans reviewed will show culturally responsive practices reflected in plans.
75% of lessons observed will demonstrate culturally responsive practices and/or materials used in the lesson.

Staff Responsible for Monitoring: Admin Team
**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
</table>
| **Action Step 1:** Instructional coach will provide support, feedback, model lessons, and training to implement quality Tier one instruction that is culturally responsive. | **Intended Audience:** Teachers  
**Date(s) / Timeframe:** Ongoing with check-ins once per six weeks.  
**Collaborating Departments:** Teaching & Learning  
**Delivery Method:** In Person |
| | Formative Summative |
| | Nov Jan Mar June |
| | | | | |

0% No Progress 50% Accomplished Continue/Modify Discontinue
**District Goal 4:** Learning Environment (based on the BOE constraints)
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 10% to 5% by May 2023.

**Evaluation Data Sources:** Focus attendance reports

**Strategy 1:** Align and leverage programs (PBIS, TBRI), resources, and systems of support (i.e. Ron Clark Academy Resources and MTSS) to improve daily attendance, improve response to discipline (Restorative Practice), increase parent/school engagement, and improve outcomes on community/student/staff surveys.

**Strategy's Expected Result/Impact:** MTSS analyzes student data and works in collaboration with the counselor to plan topics for whole class and small group guidance lessons.

**Staff Responsible for Monitoring:** Admin Team, Counselor

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**
**District Goal 4:** Learning Environment (based on the BOE constraints)
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 36 to 25 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 15 to 10 by May 2023.

**Evaluation Data Sources:** Panorama survey

**Strategy 1:** Improve our campus culture through team building by fostering cross grade-level relationships, building student leadership capacity, supporting interest groups, increasing students' sense of belonging and self-worth, celebrating cultural identities, and promoting cultural awareness.

**Strategy's Expected Result/Impact:** EOY campus and/or Panorama survey data will demonstrate a 10% increase both among all students and marginalized groups in the area of Learning Environment.
85% of students will participate in team building activities outside of their homeroom/classroom routines.

**Staff Responsible for Monitoring:** Admin Team

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> A group of teachers and leadership team members will attend the Ron Clark Academy in Atlanta, GA for the RCA Expo.</td>
<td><strong>Formative</strong></td>
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<td><strong>Date(s) / Timeframe:</strong> September - Group Three</td>
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<td>November - Group four</td>
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<td><strong>Delivery Method:</strong> In Person</td>
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<td><strong>Funding Sources:</strong> Professional development and travel - Title I (211) - 211-13-6411-04E-166-30-510-000000-23F10 - $10,000</td>
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</table>

- 0% No Progress
- 100% Accomplished
- Continue/Modify
- X Discontinue

**Strategy 2:** Recruit, retain, and develop new teachers.
**Strategy's Expected Result/Impact:** 100% of candidates interviewed will be done with a team of SHM staff members. 100% of new teachers will be assigned an on campus mentor and meet with them once per week.

**Staff Responsible for Monitoring:** Admin team

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

**Strategy 3:** Align and leverage programs (PBIS, TBRI), resources, and systems of support (i.e. Ron Clark Academy Resources and MTSS) to improve daily attendance, improve response to discipline (Restorative Practice), increase parent/school engagement, and improve outcomes on community/student/staff surveys.

**Strategy's Expected Result/Impact:** MTSS analyzes student data and works in collaboration with the counselor to plan topics for whole class and small group guidance lessons.

**Staff Responsible for Monitoring:** Admin Team, Counselor

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**
**District Goal 4:** Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 3:** Decrease the number of in and out of school suspensions for Special Education students from 1.6% to .5% by May 2023.

**Evaluation Data Sources:** Focus referral data

**Strategy 1:** Improve the quality of instruction for special education students by increasing the capacity and teamwork of special educators and general educators through standards aligned planning and lesson delivery via the PLC process.

**Strategy's Expected Result/Impact:** MAP fluency data for marginalized groups in grade K-3 will demonstrate an increase above 15%
85% of lessons and student work observed are aligned to appropriate level of rigor of standard.
90% of coaching conversations documented in STRIVE will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.

**Staff Responsible for Monitoring:** Admin Team, Special Education Team

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Instructional coach will provide support, feedback, model lessons, and training to implement Tier one instruction.</td>
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</tr>
<tr>
<td><strong>Intended Audience:</strong> Teachers</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> Ongoing and during PLC</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Instructional Coach</td>
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<tr>
<td><strong>Collaborating Departments:</strong> Teaching &amp; Learning</td>
<td></td>
</tr>
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<td><strong>Delivery Method:</strong> In Person</td>
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</table>
**Strategy 2:** Align and leverage programs (PBIS, TBRI), resources, and systems of support (i.e. Ron Clark Academy Resources and MTSS) to improve daily attendance, improve response to discipline (Restorative Practice), increase parent/school engagement, and improve outcomes on community/student/staff surveys.

**Strategy's Expected Result/Impact:** MTSS analyzes student data and works in collaboration with the counselor to plan topics for whole class and small group guidance lessons.

**Staff Responsible for Monitoring:** Admin Team, Counselor

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

### Action Step 2 Details

<table>
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<tr>
<th>Action Step 2</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ensure that at least 70% of weekly PLC time is focused on internalization, planning, and practice for Amplify, Eureka, and Creative Curriculum for teachers.</strong></td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> Teachers</td>
<td>Nov</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> August - May</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Admin, CIC</td>
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<tr>
<td><strong>Collaborating Departments:</strong> Teaching and Learning, Early Childhood</td>
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<td><strong>Delivery Method:</strong> Face to Face</td>
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</tbody>
</table>

- **No Progress**
- **Accomplished**
- **Continue/Modify**
- **Discontinue**

166 South Hi Mount Elementary School
Generated by Plan4Learning.com

Campus #220905166
October 18, 2022 9:58 AM

42 of 51
**District Goal 4:** Learning Environment (based on the BOE constraints)
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 10 to 15 by May 2023.

*Evaluation Data Sources:* Panorama survey

**Strategy 1:** Build staff's capacity to respond to all parents with a customer service focus so that parents feel heard, seen, and helped as much as we can.

*Strategy's Expected Result/Impact:* Number of parent complaints to administration will decrease by 50% as evidenced by call log.

*Staff Responsible for Monitoring:* Admin Team

*TEA Priorities:*
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

*ESF Levers:*
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Strategy 2:** School will work with the community partners and school staff to provide opportunities for parents to connect with the school.

*Strategy's Expected Result/Impact:* Parents will increase interaction with the school and be more involved in their child's education.

*Staff Responsible for Monitoring:* Family Engagement specialist, Admin

*TEA Priorities:*
Build a foundation of reading and math

*ESF Levers:*
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
### Action Step 1 Details

**Action Step 1:** Parent events will be held throughout the year in order to connect parents with school curriculum and staff. Teachers will work together to decide on events, objectives, content, and engagement strategies.

- **Intended Audience:** Parents, students
- **Date(s) / Timeframe:** Monthly
- **Provider / Presenter / Person Responsible:** Family Engagement Specialist, Counselor, Admin
- **Collaborating Departments:** Parent Partnerships
- **Delivery Method:** Face to Face

**Funding Sources:** Supplies for parent events - Parent Engagement - 211-61-6399-04L-166-30-510-000000-23F10 - $2,277

### Action Step 2 Details

**Action Step 2:** Family Science Night will be held at the FWMSH to help increase academic achievement and parent connection with our staff and the community.

- **Intended Audience:** Parents and students
- **Date(s) / Timeframe:** Fall semester, 2022
- **Provider / Presenter / Person Responsible:** Fort Worth Museum of Science & History
- **Delivery Method:** In person at the museum.

**Funding Sources:** Payment for program - Title I (211) - 211-61-6299-04L-166-30-510-000000-23F10 - $750
Title I

1. Comprehensive Needs Assessment (CNA)

2. Campus Improvement Plan

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

South Hi Mount Elementary Parent Involvement Policy

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

Statement of Purpose

We believe that the education of our students should be a team effort; therefore, we work hard to involve all stakeholders into education of our students. The involvement of our parents in this process is critical to the success of our students. A program of parent involvement activities shall be ongoing and will be reviewed annually by parents to ensure their involvement in the planning and implementation of programs at South Hi Mount. We support the District’s Strategic Plan by incorporating the following goals into our vision:

Goal One: Increase Student Achievement.

Goal Two: Improve Operational Effectiveness

Goal Three: Enhance Family and Community Engagement

Goal Four: Develop a Workforce that is Student and Customer-Centered

Activities and Programs

We have an active PTA which meets throughout the school year. We also have several parent activities such as Open House, Family Science Night, and student performances. Parents with disabilities and limited English will be given special consideration to ensure participation.

We also have ongoing volunteer programs through our PTA as well as opportunities for individual parent conferences.

School/Parent Compact

The Compact is used as part of the collaboration effort between parent and school for the success of each student. It can be used in Parent/Teacher/Student conferences, with the MTSS committee, and for other planning purposes.
A School/Parent Compact for each student will be completed at the beginning of each school year. It is located in the South Hi Mount Student/Parent Handbook. Everyone will sign the compact once the goals are understood by all parties.

**Evaluation**

Our Parent Involvement program will be evaluated by conducting surveys with families at the district level as well as reviewing the results to plan for improvement. We will also evaluate attendance and participation at our parent activities.

---

**Política de intervención de padres para South Hi Mount**

*Preparando a todos los estudiantes para éxito en la universidad, sus carreras y liderazgo en la comunidad.*

---

**Declaración de propósitos**

Creemos que la educación de nuestros estudiantes es trabajo del grupo; por eso trabajamos duros para incluir a todos los accionistas en la educación de nuestros estudiantes. La intervención de nuestros padres en este proceso es crucial al éxito de nuestros estudiantes. Un programa de las actividades de padres va a continuar durante todo el año escolar y lo revisaremos cada año por los padres para asegurar su intervención en la planificación e implementación de los programas en South Hi Mount. Apoyamos el plan estratégico del distrito por incorporar las metas siguientes en nuestra visión:

**Meta 1**: Aumenta los logros estudiantiles

**Meta 2**: Mejora la efectividad operativa

**Meta 3**: Mejora el compromiso familiar y comunitario

**Meta 4**: Desarrollo una fuerza de trabajo que centrada en el estudiante y el cliente

**Actividades y programas**:  
Tenemos un PTA activo que se junta durante el año escolar. Tenemos muchas actividades para padres como Jornada de puertas abiertas, Noche de ciencias, y presentaciones por estudiantes. Padres con discapacidades o inglés limitado van a recibir consideración especial para garantizar su participación.

También tenemos programas voluntarios durante el año por PTA y oportunidades para conferencias individuales para padres.

**Acuerdo de escuela y padre**

El acuerdo se usa para parte de la colaboración entre escuela y padre para el éxito de cada estudiante. Se puede usar para parte de las conferencias de padre/maestro/estudiante, con el comité de MTSS y para otras maneras de planear.

Un acuerdo de escuela y padre va a ser completado al principio de cada año escolar. Esta en el manual de padres y estudiantes. Todos van a firmar el acuerdo cuando todos entiendan las metas.

**Evaluación**
La intervención de padres va a ser evaluada por encuestas con familias al nivel del distrito y las revisaremos como parte del plan de mejorar. También vamos a evaluar asistencia y participación en todos los eventos familiares.

5. Targeted Assistance Schools Only
## Site-Based Decision Making Committee

<table>
<thead>
<tr>
<th>Committee Role</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teacher 1</td>
<td>Yahaira Aguilera</td>
<td>4th Grade Dual-language Teacher</td>
</tr>
<tr>
<td>Classroom Teacher 3</td>
<td>Margarita Guzman</td>
<td>5th Grade Dual-language Teacher</td>
</tr>
<tr>
<td>Classroom Teacher 4</td>
<td>Karen Hampton</td>
<td>1st Grade Teacher</td>
</tr>
<tr>
<td>Professional Non-Teaching Staff</td>
<td>Anna Hughes</td>
<td>Instructional Coach</td>
</tr>
<tr>
<td>Community Representative 2</td>
<td>Tamara Gulley</td>
<td>FW After School</td>
</tr>
<tr>
<td>Business Representative 1</td>
<td>Mike Moynihan</td>
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<tr>
<td>Professional District-Level Staff</td>
<td>Shannon Hernandez</td>
<td>Math Department</td>
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<tr>
<td>Additional Representative (optional)</td>
<td>Elizabeth Foreman</td>
<td>Assistant Principal</td>
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<tr>
<td>Parent 1</td>
<td>Micah Bigby</td>
<td>Parent Representative</td>
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<tr>
<td>Parent 2</td>
<td>Maurie Holster</td>
<td>Parent Representative</td>
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<tr>
<td>Parent 3</td>
<td>Michael Gamaz</td>
<td>Parent Representative</td>
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<tr>
<td>Community Representative 1</td>
<td>Cathy Sweeney</td>
<td>Community Member</td>
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### Title I (211)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
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<td>Classroom supplies</td>
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**Sub-Total** $107,460.00

**Budgeted Fund Source Amount** $107,460.00

**+/− Difference** $0.00

### SCE (199 PIC 24)

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<th>District Goal</th>
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<th>Strategy</th>
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**Sub-Total** $6,273.00

**Budgeted Fund Source Amount** $6,273.00

**+/− Difference** $0.00

### Parent Engagement

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<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
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<tr>
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**Sub-Total** $2,277.00
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</tr>
</tbody>
</table>

**BEA (199 PIC 25)**

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>Consumable supplies and resources</td>
<td>Supplies and materials for instructional use</td>
<td>199-11-6399-001-166-25-313-000000</td>
<td>$1,110.00</td>
</tr>
</tbody>
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**Sub-Total** $1,110.00

**Budgeted Fund Source Amount** $1,110.00

** +/- Difference $0.00

**Grand Total Budgeted** $117,120.00

**Grand Total Spent** $117,120.00

** +/- Difference $0.00
Addendums