

# Fort Worth Independent School District 2020-2021 Campus Improvement Plan

**Principal:** Blanchard, Myrna

**Campus Name:** 149 - North Hi Mount ES

**Executive Director:** Todd Koppes

## Fort Worth ISD Mission Statement

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

### Vision

*Igniting in Every Child a Passion for Learning*

### Student Outcome Goals

**Early Literacy** - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2021.

**Middle Grade Math** - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2021.

**College and Career Readiness** - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2021.

### School Profile

#### Student Enrollment by Program

Attendance Rate: 85

Special Education: 7.9

Dual Language/ESL: 29.7

Gifted and Talented: 15.7

Career and Technology: 0

Percentage of at-risk students: 40.8

Percentage of English Language (EL) students: 13.3

Percentage of economically disadvantage students: 51.6

### 2020-2021 Campus Site-Based Committee

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

### Accountability Summary

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

Beginning with 2021-2022, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

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

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: <b>Student Achievement</b> 86	87 - B
Domain 2: <b>School Progress</b> 85	
Domain 3: <b>Closing The Gaps</b> 90	

#### Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 1

Top 25 Percent: Comparative Academic Growth: 1

Postsecondary Readiness: 1

Top 25 Percent: Comparative Closing the Gaps: 1

### Campus Assurances and Certification for the 2020-2021 School Year

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

**Yes** the Fort Worth ISD School Board;

**Yes** the Texas Education Code;

**Yes** Title I, Part A; and

**Yes** Turnaround Plans

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

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

# Comprehensive Needs Assessment Summary for 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
<b>Demographics</b>	<ol style="list-style-type: none"> <li>Our ED Population (52%) has remained the same for the last 3 years overall, but the trends have shown lower SES in PK &amp; K each of the last 3 years. Yet academically, students in grades 3, 4, 5 where low SES percentages are above 80%, students have scored high on STAAR , and NHM has received an A rating in closing Achievement Gaps in both 2018 and 2019.</li> <li>CNA in 17/18 and 18/19 determined a need to close gaps in African American discipline referrals. Specifically, referrals for AA have decreased in 19/20. African American discipline down from 2018-2019 to 2019-2020. Despite unequal numbers of referrals by ethnicity, the overall lower number of referrals does not suggest they are written disproportionately by ethnicity.</li> <li>Campus enrollment declined due to rising housing costs in the NHM attendance zone easing the overcrowding in some grade levels.</li> </ol>	<ol style="list-style-type: none"> <li>Chronic absenteeism, tardies and early dismissals impacts student academic progress.</li> <li>Continue the aligned campus-wide PBIS approach and action steps alongside PD for teachers and staff that emphasize restorative practices and culturally responsive teaching.</li> <li>Determine exit survey for parents of students leaving NHM to determine trends and a path to remain enrolled at NHM.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reduce gaps between targeted demographic groups in academic achievement specifically in literacy.</li> <li>2. Target K-3 students not on grade level reading.</li> <li>3. Reduce gaps between targeted demographic groups in academic achievement specifically in Math.</li> <li>4. Increase professional learning on restorative practices and student's social-emotional learning (SEL) focused on equity &amp; access.</li> <li>5. Educate parents and families of factors that affect student success.</li> </ol>
<b>Student Achievement</b>	<ol style="list-style-type: none"> <li>NHM has received TEA Literacy Distinctions consecutively in 2017, 2018, 2019.</li> <li>NHM scored in the top 25% of FWISD schools in academic performance as measured by benchmarks in all content areas/grade levels with the exception of 4th grade Math.</li> <li>NHM Science STAAR scores in 2019 showed students meeting standard increased from (23.3%) in 2018 to (40.3%) in 2019.</li> </ol>	<ol style="list-style-type: none"> <li>COVID-19 has prevented some students from accessing instruction and has contributed to instructional gaps for students. We need to address this with our campus-wide tier 1 instruction planning, intervention planning.</li> <li>Our campus rating in 2019 was an 87 overall, we need to focus on rigorous TEKS aligned instruction and incorporate instructional practices that maximize growth for every student.</li> <li>Students are performing below grade level in reading and math K-3rd for 20/21. These students must grow more than a "year's growth" to close the achievement gaps.</li> </ol>	
<b>School Culture and Climate</b>	<ol style="list-style-type: none"> <li>Collaboration opportunities for teachers are built into the daily schedules: PLCs, Vertical Meetings, common planning times.</li> <li>High percentage of teachers returning to NHM each school year- staff retention is high</li> <li>Stakeholder (parent, community, business, staff/teaches) input high in CNA, CIP, and through the guiding coalition of teacher representatives.</li> </ol>	<ol style="list-style-type: none"> <li>Need social-emotional support for students PK-5, especially following the COVID-19 shut down.</li> <li>Continue professional development in restorative practices for teachers.</li> <li>Develop strategies to promote increase in teacher attendance to be commensurate with student attendance.</li> </ol>	

<b>Staff Quality/ Professional Development</b>	1. Year-long calendar was created and utilized that contained PD aligned to needs assessment and campus goals with the focus on developing teacher effectiveness and building capacity to meet student needs.	1. Continue instructional coaching for teachers.
	2. Weekly PLCs occurred and focused on instructional staff analyzing student data and instructional practices to include vertical alignment in writing, math, and literacy.	2. Vertical alignment of TEKS with appropriate grade level rigor and PD aligned to using technology to enhance instruction.
	3. Campus wide training was completed and revisited during faculty meetings throughout the year for Restorative Practices, Leveled Literacy Intervention, Culturally Responsive Teaching, Math Number Talks were completed to align with the 19/20 CNA.	3. Ongoing and continued support for campus-wide initiatives including LLI, Soluciones, TEKS alignment, Restorative Practices, Leveled Literacy Intervention, Culturally Responsive Teaching, Math Number Talks.
<b>Curriculum, Instruction, and Assessment</b>	1. Introduced and trained teachers on the implementation of LLI intervention for K-2nd grade students in Jan/Feb 2020.	1. Build capacity of teachers to enhance our current small group guided reading and small group guided math practices including purchasing necessary materials.
	2. Teachers and leadership vertically aligned writing expectations across grade levels campus wide in grades PK-5.	2. Build capacity of teacher leaders in areas of lowest student performance.
	3. Purchased a number talk resource for PK-5 grades in mathematics aligned to TEK standards and FWISD curriculum frameworks that will build foundational math number fluency.	3. Build capacity of teachers in collaborative discussions regarding the depth of knowledge and rigor of the TEK standard as it relates to the rigor of how students will demonstrate mastery of their learning that is tightly aligned to the content and rigor of the TEKS.
<b>Family and Community Involvement</b>	1. Increased the number of parents engaging in campus activities (including online learning) as evidenced through parent portal enrollment for all students and personal phone calls to Spanish-speaking parents.	1. Continue enhanced communication with families including frequent phone calls, use of social media, town hall meetings, personal phone calls to Spanish-speaking languages, etc.
	2. Teachers and leadership team frequently and systematically communicated with families to support during our online learning that included highly attended town hall meetings for families during shutdown.	2. Engage counselor in providing enrichment opportunities for families and the school community.
	3. Provided classes for parents on topics of interest based on parent surveys.	3. Provide classes for parents on topics of interest (based on parent survey) via recorded sessions.
<b>School Context and Organization</b>	1. Master schedule contributes to maximized instructional time.	1. Flexibility in creating master schedules, use of personnel, use of technology, etc when planning for the upcoming school year.
	2. Successfully organized a uniform approach to online learning including clear expectations for teachers (using Google Classroom).	2. Continue to enhance communication with stakeholders and community supporters/partners.
	3.	3. Plan for acquisition of devices, dictionaries, and other shared student materials to be at a ration of 1-1 in response to COVID-19 guidelines for reducing rates of infection.

# Academic Excellence Goals

## Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 149 - North Hi Mount ES

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Executive Director: Todd Koppes

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	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.	--	54.00	--	65	

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Increase the capacity of our literacy teachers by providing them with additional resources and training.	<ol style="list-style-type: none"> <li>1. K-2nd classrooms will have common literacy blocks.</li> <li>2. Walkthroughs of literacy implementation each month followed by coaching &amp; PLC discussions.</li> <li>3. Designate instructional planning days and secure subs following each benchmark. (\$2,558)</li> <li>4. Vertical teaming and planning time to develop reteach plans &amp; common formative assessments.</li> <li>5. Integrate literacy in STEM education by a certified tutor during the school day (\$4,000).</li> </ol>	Instructional Leadership	2/26/2021	Title I	6,548		
2	Differentiation for all students via implementation of SGGR/use of leveled readers with special emphasis on closing achievement gaps.	<ol style="list-style-type: none"> <li>1.Hire part time data analyst-provide professional learning to teachers in closing achievement gaps through effective literacy best practices implementation (\$36,100).</li> <li>2.Reading intervention program with training in PLCs to address students in K-2nd below grade level reading.</li> <li>3.Provide professional learning for delivery of literacy intervention, monitor effectiveness through walkthroughs &amp; evaluation.</li> </ol>	Instructional Leadership	1/29/2021	Title I	36,100		
3 Title I	Increase the Lexile level of all students through effective delivery and monitoring of the Literacy Instructional Framework lesson cycle and requirements.	<ol style="list-style-type: none"> <li>1.Teachers &amp; admin will attend literacy training and receive material to support utilizing MAP reading and fluency reports as well as planning for instruction (1,688).</li> <li>2.Review these data points in PLCs.</li> <li>3.Provide student incentives through use of hundred chart posters, pencils, and erasers.</li> <li>4.Teachers will facilitate student goal setting, data tracking, and student-led conferences.</li> </ol>			SCE	1,668		
4 LEP	Strategically identify and address learning gaps in our special populations as identified in our 18/19 and 19/20 local and state assessment data.	<ol style="list-style-type: none"> <li>1.Special populations targeted: AA, ED, EL</li> <li>2.Purchase instructional materials for Tier 1 instruction in math &amp; science.</li> <li>3.Provide time for vertical planning PK-5 for ELAR/SLAR and Writing integration.</li> </ol>			Bilingual	224		

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

**BOY Status:**

Principal Evidence:

Leadership Feedback:

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:

# Mission Goals

## Fort Worth Independent School District 2020-2021 Mission Goals Action Plan

Campus Name: 149 - North Hi Mount ES

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students in lowest performing student group for all subjects performing at or above Meets Grade Level as measured by STAAR will increase from	48	58	EOY

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	Increase the capacity of our math teachers by providing them with additional resources and training.	<ol style="list-style-type: none"> <li>1. Provide PL for alignment of Tier 1 best practices in conjunction with instructional frameworks, based on benchmark assessment data, include reteach &amp; formative assessment planning, during PLCs throughout the school year.</li> <li>2. Provide integration of math enrichment with a STEM Educator from 10/5/20 to 5/21/20 (\$4,000).</li> <li>3. Provide professional learning for number talks and use of math manipulatives by Dec. 2020 &amp; conduct walkthroughs to evaluate implementation.</li> </ol>	Instructional Leadership	5/15/2021	Title I	4,000		
2	Strategically identify and address learning gaps in our special populations as identified in our EOY Data.	<ol style="list-style-type: none"> <li>1. Data dis-aggregation by data analyst immediately following local and state assessments.</li> <li>2. Provide professional learning map that includes vertical teaming days in math with a focus on equity &amp; access by October 2020.</li> <li>3. Purchase needed instructional materials (\$1,093).</li> </ol>	Instructional Leadership	10/30/2020	Special Education	1,093		
3	Student tracking of personal math data for MAP growth Math assessments and benchmarks.	<ol style="list-style-type: none"> <li>1. Students will create data folders by November 2020.</li> <li>2. Teachers will establish procedures for and implement student-led conferences at EOY by April 2020 and purchase needed supplies (\$1,344)</li> </ol>		4/30/2021	Title I	1,344		
4	Increase student engagement during math instruction.	<ol style="list-style-type: none"> <li>1. Purchase supplies and necessary materials for small group guided instruction and number talk extensions in centers by December 2020.</li> <li>2. Purchase and create professional development for manipulative flip book guide by December 2020 (\$2,000)</li> </ol>	Instructional Leadership	12/18/2020	Title I	2,000		

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

**BOY Status:**

Principal Evidence:

Leadership Feedback:

**MOY Status:**

Principal Evidence:
Leadership Feedback:
<b>EOY Status:</b>
Principal Evidence:
Leadership Feedback:

# Learning Environment Goals

## Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

Campus Name: 149 - North Hi Mount ES

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	100	200	December 18, 2020
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	30	15	EOY
	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from	99	100	EOY

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	Parental engagement strategies will be incorporated strategically by all teachers and staff.	<ol style="list-style-type: none"> <li>1.Host parent educator outreach meetings in November, January, and March.</li> <li>2.Increase parent communication weekly through personal phone calls to less represented parent groups at school events.</li> <li>3.Communicate campus goals during PTA board &amp; general meetings SBDM, and NHM Community Advisory Board by November 2020.</li> <li>4.Allocate additional funds to increase FCL hours to 25 (\$1,500) for a total of (\$10,500).</li> </ol>		6/18/2021	Title I	10,500		
2	Update PBIS plan by September 2020 that focuses on student social-emotional health, learning, and positive culture building.	<ol style="list-style-type: none"> <li>1.Hire cafeteria monitors.</li> <li>2.All staff attend restorative practices training.</li> <li>3.School-wide HOUSE implementation of expectations.</li> <li>4. At least 3 walkthroughs and coaching sessions will include feedback on Restorative Practices implementation.</li> </ol>		2/26/2021	Local (Basic Allotment)	8,079		
3	Increase student rigor and student engagement in the GT classroom.	<ol style="list-style-type: none"> <li>1. Purchase general supplies for the GT classroom.</li> </ol>		12/18/2020	Gifted & Talented	432		

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

#### BOY Status:

Principal Evidence:

Leadership Feedback:

#### MOY Status:

Principal Evidence:

Leadership Feedback:

#### EOY Status:

Principal Evidence:

Leadership Feedback:



