Fort Worth Independent School District

149 North Hi Mount Elementary School

2023-2024 Improvement Plan

Mission Statement

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

Vision

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

Value Statement

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

1. **Work Hard** to get smarter.

2. Be students of **Integrity** who are the best behaved in Texas at school, at home, and in the community.

3. Embrace diversity, and treat all individuals with **respect**.

4. Develop **Leadership** skills to positively impact their lives and community.

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Comprehensive Needs Assessment

Revised/Approved: June 1, 2023

Demographics

Demographics Summary

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

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

* Hispanic 48.2%

* African American: 14.9%

* White 31.2%

* Two or more races 3.9%

North Hi Mjount's student groups include:

Special Education 10%,

Gifted & Talented 12%

Bilingual and English Language Learning Program 21.6%

At Risk 44.1%

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

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

school in providing high-expectations for students and staff.

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

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

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

Demographics Strengths

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

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

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

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: At North Hi Mount our 2022-2023 yearly attendance average is 94% and our FWISD district yearly attendance goal is 96%. **Root Cause:** We did not create a campus wide attendance plan. We did not create in branching minds intervention plans for attendance. We have not implemented an incentive plan. The principal had a different focus on instruction. The principal was new to the campus and focused on instruction and classrooms. The principal wasn't familiar to branching minds.

Problem Statement 2 (Prioritized): Our data shows that the 76% of our behaviors documented in branching minds are for male students during unstructured time. **Root Cause:** Lack or limited supervision during unstructured time. There is a lack of understanding of what recess should look like for students and teachers. We did not create a supervision or expectations for recess plan. The new admin team at our school did not expect as many behavior problems. They had limited data from the previous year.

Student Learning

Student Learning Summary

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

The MAP data comparision between 2020-21 and 2021-22 school years in mathematics by grade-level by average percentile: 2020-21 will be listed first and then 2021-22 will be listed second. For first grade 60% to __66%__, Second grade - 19% to __33%__, Third grade - 70% to __44%__, Fourth Grade - 59% to _55%___, and fifth grade 80% to 33%____

The MAP data comparision between 2020-21 and 2021-22 school years in Reading by grade-level by average percentile: 2020-21 will be listed first and then 2021-22 will be listed second. For first grade 60% to __70%____, Second grade - 19% to __27%__, Third grade - 70% to _61%___, Fourth Grade - 59% to _72%___, and fifth grade 80% to _55%___

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): At North Hi Mount our middle of year MAP Math - 2nd grade 24% students met minimal growth at middle of the year.   **Root Cause:** Teacher new to elementary. Teacher went on maternity leave. New curriculum. Dream Box launched after Thanksgiving. Dream Box training was one hour. Equip and Affirm learned in November. Limited number of hands-on activities. Limited training on interventions and small groups.

Problem Statement 2 (Prioritized): At North Hi Mount our middle of year MAP Literacy - 2nd grade 26% students met minimal growth at middle of the year.   **Root Cause:** New curriculum, miscommunication in our district between our district and the Amplify trainers, Amplify trainers focused on knowledge at first and we needed to focus on skills as well, miscommunication of professional development, inadequate monitoring tool in Amplify to predict MAP Growth

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): School wide procedures not set campus wide. **Root Cause:** In 3 years the school has had three different leaders. This year the school has a new principal, new counselor, new teacher coach, and a substitute AP, Lack of documenting in branching minds in the past, leader was under the perception that the school had lots of procedures in place already, procedures are inconsistent from teacher to teacher

Problem Statement 2: Branching Minds Data shows 151 incidents of disrespect our students and staff. **Root Cause:** No follow up with restorative practices. Restorative practices were not placed on the schedule. No school wide expectation or procedure.

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: North Hi Mount has a perception of a high achieving campus our MAP data shows high achievement and low growth. **Root Cause:** The I do portion of the lesson is too long. Teachers are not proficient in the new curriculums. Focus of the lesson was not on student engagement. Lack of training on the material.

Problem Statement 2 (Prioritized): North Hi Mount has a perception of good communication between stakeholders. **Root Cause:** Not enough information is shared, more committees are needed, more buy in/ownership/input from staff, more focus for staff meetings, transparency of goals set forth by the district

Priority Problem Statements

Problem Statement 1: Our data shows that the 76% of our behaviors documented in branching minds are for male students during unstructured time.

Root Cause 1: Lack or limited supervision during unstructured time. There is a lack of understanding of what recess should look like for students and teachers. We did not create a supervision or expectations for recess plan. The new admin team at our school did not expect as many behavior problems. They had limited data from the previous year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: At North Hi Mount our middle of year MAP Literacy - 2nd grade 26% students met minimal growth at middle of the year.

Root Cause 2: New curriculum, miscommunication in our district between our district and the Amplify trainers, Amplify trainers focused on knowledge at first and we needed to focus on skills as well, miscommunication of professional development, inadequate monitoring tool in Amplify to predict MAP Growth

Problem Statement 2 Areas: Student Learning

Problem Statement 3: North Hi Mount has a perception of good communication between stakeholders.

Root Cause 3: Not enough information is shared, more committees are needed, more buy in/ownership/input from staff, more focus for staff meetings, transparency of goals set forth by the district

Problem Statement 3 Areas: Perceptions

Problem Statement 4: School wide procedures not set campus wide.

Root Cause 4: In 3 years the school has had three different leaders. This year the school has a new principal, new counselor, new teacher coach, and a substitute AP, Lack of documenting in branching minds in the past, leader was under the perception that the school had lots of procedures in place already, procedures are inconsistent from teacher to teacher

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: At North Hi Mount our middle of year MAP Math - 2nd grade 24% students met minimal growth at middle of the year.

Root Cause 5: Teacher new to elementary. Teacher went on maternity leave. New curriculum. Dream Box launched after Thanksgiving. Dream Box training was one hour. Equip and Affirm learned in November. Limited number of hands-on activities. Limited training on interventions and small groups.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

District Goals

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

School Performance Objective 1: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 63% to 73% by May 2024. (ADD DATA)

High Priority

HB3 District Goal

Evaluation Data Sources: Circle Phonological Awareness, MAP BOY, MOY, EOY, - Growth and Fluency, TXKEA

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students by developing opportunities for teachers to engage in lesson internalization through PLC's, walkthroughs, observations, coaching and feedback.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten thru Grade 3 students who meet or exceed grade level expectations on key MAP fluency indicators in English.

Staff Responsible for Monitoring: Armstrong, Sweeney, Ortiz

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: At beginning, Middle and end of year pull the MAP data to identify students in need of interventions and to monitor reading growth. Also, at 3 and 6 weeks progress reporting periods Lexia reports will be pulled to analyze and adjust instruction and interventions for students making limited progress and when needed create MTSS plans.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teacher, CIC, Counselor **Provider / Presenter / Person Responsible:** CIC, Principal, AP **Date(s) / Timeframe:** August 2023 - May 2024 **Collaborating Departments:** Literacy Department **Delivery Method:** Tier one instruction and small group instruction. **Funding Sources:** SPED supplies for instruction - SCE (199 PIC 24) - 199-11-6399-001-149-24-313-000000- - $2,108, SPED books that are inclusive - SCE (199 PIC 24) - 199-11-6329-001-149-24-313-000000- - $2,108				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: At North Hi Mount our middle of year MAP Literacy - 2nd grade 26% students met minimal growth at middle of the year. **Root Cause**: New curriculum, miscommunication in our district between our district and the Amplify trainers, Amplify trainers focused on knowledge at first and we needed to focus on skills as well, miscommunication of professional development, inadequate monitoring tool in Amplify to predict MAP Growth

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

School Performance Objective 2: *Increase the percentage of our Hispanic PreK students results Using Circle Phonological Awareness (gender, race, program, other) from 89_% to 95__% by May 2024 (ADD DATA).

> **High Priority**
>
> **HB3 District Goal**
>
> **Evaluation Data Sources:** Circle Phonological Awareness

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students by developing opportunities for teachers to engage in lesson internalization through PLC's, walkthroughs, observations, coaching and feedback.

> **Strategy's Expected Result/Impact:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English.
>
> **Staff Responsible for Monitoring:** Instructional Leadership Team
>
> **Title I:**
> 2.4, 2.5, 2.6
> - **TEA Priorities:**
> Build a foundation of reading and math
> - **ESF Levers:**
> Lever 5: Effective Instruction
>
> **Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
	Formative			**Summative**
Action Step 1: Track and monitor enrollment, attendance, and implementation of Creative Curriculum trainings to ensure 100% of teachers are implementing with fidelity. Target students based on need based on BOY Circle Data.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: Teachers and CIC **Provider / Presenter / Person Responsible:** Principal, AP and Instructional Coach **Date(s) / Timeframe:** August 2023- May 2024 **Collaborating Departments:** Early Learning Department **Delivery Method:** N/A				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: At North Hi Mount our middle of year MAP Literacy - 2nd grade 26% students met minimal growth at middle of the year.   **Root Cause**: New curriculum, miscommunication in our district between our district and the Amplify trainers, Amplify trainers focused on knowledge at first and we needed to focus on skills as well, miscommunication of professional development, inadequate monitoring tool in Amplify to predict MAP Growth

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

School Performance Objective 3: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 45% to 55% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Lexia
TXKEA
MAP
Amplify
Strategic Monitoring
Interim Assessments (3-5)

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students by developing opportunities for teachers to engage in lesson internalization through PLC's, walkthroughs, observations, coaching and feedback.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 45% to 55% by May 2024.

Staff Responsible for Monitoring: Principal, AP, CIC, Teachers and staff.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
	Formative			**Summative**
Action Step 1: At beginning, Middle and end of year pull the MAP data to identify students in need of interventions and to monitor reading growth. Also, at 3 and 6 weeks progress reporting periods Lexia reports will be pulled to analyze and adjust instruction and interventions for students making limited progress and when needed create MTSS plans.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: Admin, CIC, Teachers and Counselor				
Provider / Presenter / Person Responsible: Admin Team, CIC and teachers				
Date(s) / Timeframe: August 2023-May 2024				
Collaborating Departments: Literacy Department				
Delivery Method: In person tier 1 instruction and small groups.				
Funding Sources: Tutor - Title I (211) - 211-11-6127-04E-149-30-510-000000-24F10 - $18,571.90				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: At North Hi Mount our middle of year MAP Literacy - 2nd grade 26% students met minimal growth at middle of the year.   **Root Cause**: New curriculum, miscommunication in our district between our district and the Amplify trainers, Amplify trainers focused on knowledge at first and we needed to focus on skills as well, miscommunication of professional development, inadequate monitoring tool in Amplify to predict MAP Growth

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

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 90% to 99% by May 2024.

> **High Priority**
>
> **HB3 District Goal**
>
> **Evaluation Data Sources:** Circle Math

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance task, classroom activities, assignments, interventions, and formative assessments from the curriculum framework.

> **Strategy's Expected Result/Impact:** Increase the percentage of PK students who score On Track on Circle Math from 90% to 99% by May 2024.
>
> **Staff Responsible for Monitoring:** Admin, CIC, teachers, early childhood coach, teacher and teacher assistants
>
> **Title I:**
> 2.4, 2.5, 2.6
> - **TEA Priorities:**
> Build a foundation of reading and math
> - **ESF Levers:**
> Lever 5: Effective Instruction
>
> **Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Track and monitor enrollment, attendance and implementation of creative curriculum trainings to ensure 100% of teachers are implementing with fidelity.	**Formative**			**Summative**
Intended Audience: CIC and teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Principal, AP and pre k specialist				
Date(s) / Timeframe: August 2023 - May 2024				
Collaborating Departments: Early learning department				
Delivery Method: NA				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: At North Hi Mount our middle of year MAP Math - 2nd grade 24% students met minimal growth at middle of the year.   **Root Cause**: Teacher new to elementary. Teacher went on maternity leave. New curriculum. Dream Box launched after Thanksgiving. Dream Box training was one hour. Equip and Affirm learned in November. Limited number of hands-on activities. Limited training on interventions and small groups.

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

School Performance Objective 2: Increase the percentage of Economically disadvantaged students in Kinder to 5th MAP Math Growth or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _43_% to _53_% by May 2024. (add data)

High Priority

HB3 District Goal

Evaluation Data Sources: Math MAP data - BOY, MOY< EOY

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance task, classroom activities, assignments, interventions, and formative assessments from the curriculum framework.

Strategy's Expected Result/Impact: Increase the percentage of Economically disadvantaged students in Kinder to 5th MAP Math Growth or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _43_% to _53_% by May 2024

Staff Responsible for Monitoring: Principal, AP, CIC, Teachers and staff

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Continue to build the instructional capacity of the instructional leadership team via coaching focusing on frequent classroom data collection walks, data analysis, calibration of feedback and action planning for instructional support.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Instructional Leadership Team **Provider / Presenter / Person Responsible:** Principal and AP **Date(s) / Timeframe:** August 2023 - May 2024 Bi weekly ILT meetings **Collaborating Departments:** Executive director and school leadership **Delivery Method:** During ILT Meetings **Funding Sources:** Math based books in Spanish - BEA (199 PIC 25) - 199-11-6329-001-149-25-313-000000 - $2,261				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: At North Hi Mount our middle of year MAP Math - 2nd grade 24% students met minimal growth at middle of the year. **Root Cause**: Teacher new to elementary. Teacher went on maternity leave. New curriculum. Dream Box launched after Thanksgiving. Dream Box training was one hour. Equip and Affirm learned in November. Limited number of hands-on activities. Limited training on interventions and small groups.

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

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on Math MAP Growth from _51_% to _61_% by May 2024.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to 39% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Math MAP BOY, MOY, EOY
Dream Box

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance task, classroom activities, assignments, interventions, and formative assessments from the curriculum framework.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on Math MAP Growth from _51_% to _61_% by May 2024.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to 39% by May 2024.

Staff Responsible for Monitoring: Campus Admin, CIC, Teacher and staff

Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Continue to build the instructional capacity of the instructional leadership team via coaching focusing on frequent classroom data collection walks, data analysis, calibration of feedback and action planning for instructional support.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Instructional Leadership Team **Provider / Presenter / Person Responsible:** Principal and AP **Date(s) / Timeframe:** August 2023 - May 2024 Bi Weekly ILT Meetings **Collaborating Departments:** Executive Director and School leadership **Delivery Method:** During instructional leadership team meetings **Funding Sources:** Tutor with degree - Title I (211) - 211-11-6117-04E-149-30-510-000000-24F10 - $23,000				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: At North Hi Mount our middle of year MAP Math - 2nd grade 24% students met minimal growth at middle of the year.   **Root Cause**: Teacher new to elementary. Teacher went on maternity leave. New curriculum. Dream Box launched after Thanksgiving. Dream Box training was one hour. Equip and Affirm learned in November. Limited number of hands-on activities. Limited training on interventions and small groups.

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

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from _46_% to __60% by May 2024. (ADD DATA)

    High Priority

    HB3 District Goal

    Evaluation Data Sources: STAAR

Strategy 1: Develop and maintain a data- informed culture to ensure evidence-based decision making that leads to positive outcomes.

    Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from _46_% to __60% by May 2024. (ADD DATA)

    Staff Responsible for Monitoring: Campus Admin, CIC, Teachers and staff

    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

    Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: The AP will compile formative and summative data reports to share with teachers. The AP will also assist teachers and the ILT in the data analysis and action planning for student success.	**Formative**			**Summative**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Principal & AP **Date(s) / Timeframe:** August 2023-May 2024 **Collaborating Departments:** ADQ **Delivery Method:** Varies	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: At North Hi Mount our middle of year MAP Literacy - 2nd grade 26% students met minimal growth at middle of the year. **Root Cause**: New curriculum, miscommunication in our district between our district and the Amplify trainers, Amplify trainers focused on knowledge at first and we needed to focus on skills as well, miscommunication of professional development, inadequate monitoring tool in Amplify to predict MAP Growth

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

School Performance Objective 2: Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _13_% to _70_% by May 2024.

> **High Priority**
>
> **HB3 District Goal**
>
> **Evaluation Data Sources:** STAAR

Strategy 1: Develop and maintain a data- informed culture to ensure evidence-based decision making that leads to positive outcomes.

> **Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from XX% to XX% by May 2023.
>
> **Staff Responsible for Monitoring:** Campus Admin, CIC, Teachers and staff
>
> **Title I:**
> 2.4, 2.5, 2.6
> - **TEA Priorities:**
> Build a foundation of reading and math
> - **ESF Levers:**
> Lever 5: Effective Instruction
>
> **Problem Statements:** Student Learning 1

Action Step 1 Details			Reviews			
Action Step 1: The AP will compile formative and summative data reports to share with teachers. The AP will also assist teachers and the ILT in the data analysis and action planning for student success.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Principal and AP **Date(s) / Timeframe:** August 2023-May 2024 **Collaborating Departments:** ADQ **Delivery Method:** Varied						
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue						

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: At North Hi Mount our middle of year MAP Math - 2nd grade 24% students met minimal growth at middle of the year. **Root Cause**: Teacher new to elementary. Teacher went on maternity leave. New curriculum. Dream Box launched after Thanksgiving. Dream Box training was one hour. Equip and Affirm learned in November. Limited number of hands-on activities. Limited training on interventions and small groups.

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

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 11 to 6% by May 2024.

Evaluation Data Sources: Focus report
Branching Minds
Parent Engagement Phone Calls

Strategy 1: Align and leverage programs, resources, and multi-tiered systems of support to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 11 to 6% by May 2024.

Staff Responsible for Monitoring: Campus leadership team, data clerk, Family Engagement specialist, Cousnelor and MTSS committee.

Title I:
4.1, 4.2
 - **TEA Priorities:**
Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: By September 2023, convene intial CAC committee and engage in the following daily supports: Home visits, warm calls, attdance restoration, attendance petitions, and daily electronic notifications via blackboard.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Campus Attendance Committee **Provider / Presenter / Person Responsible:** Campus attendance committee **Date(s) / Timeframe:** August 2023-May 2024 Every 6 weeks reporting period **Collaborating Departments:** Campus and students support services. **Delivery Method:** Varied				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: School wide procedures not set campus wide.   **Root Cause**: In 3 years the school has had three different leaders. This year the school has a new principal, new counselor, new teacher coach, and a substitute AP, Lack of documenting in branching minds in the past, leader was under the perception that the school had lots of procedures in place already, procedures are inconsistent from teacher to teacher

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

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 47 to 23 by May 2024.
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 39 to 20 by May 2024.

>**Evaluation Data Sources:** Focus
>Restorative Practice
>Branching Minds

Strategy 1: Align and leverage programs, resources, and multi-tiered systems of support to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents and improve school climate and culture.

>**Strategy's Expected Result/Impact:** Decrease the overall number of discipline referrals by school personnel from 47 to 23 by May 2024.
>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 39 to 20 by May 2024.
>
>**Staff Responsible for Monitoring:** Campus Leadership Team, Counselor, SST/MTSS and FES
>
>**Title I:**
>4.1, 4.2
> - **TEA Priorities:**
>Connect high school to career and college
> - **ESF Levers:**
>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
>
>**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: By August 31, Identify members form SST and outline routine meetinsg, schedule dates and times.	**Formative**			**Summative**
Intended Audience: SST Committee	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: SST				
Date(s) / Timeframe: August 2023 - May 2024				
Twice a month				
Collaborating Departments: Multiple				
Delivery Method: In person				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Our data shows that the 76% of our behaviors documented in branching minds are for male students during unstructured time. **Root Cause**: Lack or limited supervision during unstructured time. There is a lack of understanding of what recess should look like for students and teachers. We did not create a supervision or expectations for recess plan. The new admin team at our school did not expect as many behavior problems. They had limited data from the previous year.

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

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 22 suspension days to 15 days suspended by May 2024.

Evaluation Data Sources: Branching Minds
Restorative Practice
Focus
MTSS

Strategy 1: Align and leverage programs, resources, and multi-tiered systems of support to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 22 suspension days to 15 days suspended by May 2024.

Staff Responsible for Monitoring: Campus Leadership Team, Counselor, SST and FES

Title I:
2.6, 4.1, 4.2
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: By October of 2023, share relevant data with SST to review students with high numbers of suspensions. Assign caseload to relevant staff perform root cause analysis and provide follow up support.	**Formative**			**Summative**
Intended Audience: SST **Provider / Presenter / Person Responsible:** SST **Date(s) / Timeframe:** August 2023-2024 **Collaborating Departments:** Multiple **Delivery Method:** In person	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

School Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: Our data shows that the 76% of our behaviors documented in branching minds are for male students during unstructured time. **Root Cause**: Lack or limited supervision during unstructured time. There is a lack of understanding of what recess should look like for students and teachers. We did not create a supervision or expectations for recess plan. The new admin team at our school did not expect as many behavior problems. They had limited data from the previous year.

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

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 3 to 6 by May 2024.

Evaluation Data Sources: PTA and Grade Level Events
Pictures and sign in sheets

Strategy 1: Foster collaborative partnerships (High Impact Tutoring, Campus Data Analysis, ILT, PLCS, Pyramid meetings, SBDM & Student Council) with all stakeholders to communicate data informed needs and formulate solutions for improved student outcomes.

Strategy's Expected Result/Impact: 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 3 to 6 by May 2024.

Staff Responsible for Monitoring: FES, Campus Admin, SST, Staff, Counselor and PTA

Title I:
4.1, 4.2
 - **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

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: After each event gather stakeholders and family feedback for assesment and future planning.	**Formative**			**Summative**
Intended Audience: Students and families	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Principal, AP, Campus Staff				
Date(s) / Timeframe: August 2023- May 2024 Monthly offerings				
Collaborating Departments: Multiple				
Delivery Method: Delivery in person				
Funding Sources: Supplies - Parent Engagement - 211-61-6399-04L-149-30-510-000000-24F10 - $1,101				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

School Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: North Hi Mount has a perception of good communication between stakeholders.   **Root Cause**: Not enough information is shared, more committees are needed, more buy in/ownership/input from staff, more focus for staff meetings, transparency of goals set forth by the district

Campus Funding Summary

**Title I (211)**

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Tutor	Tutors without degree	211-11-6127-04E-149-30-510-000000-24F10	$18,571.90
2	3	1	1	Tutor with degree	Tutors with degree or certified	211-11-6117-04E-149-30-510-000000-24F10	$23,000.00
						Sub-Total	$41,571.90
						Budgeted Fund Source Amount	$41,571.90
						+/- Difference	$0.00

SCE (199 PIC 24)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	SPED supplies for instruction	Supplies and materials for instructional use	199-11-6399-001-149-24-313-000000-	$2,108.00
1	1	1	1	SPED books that are inclusive	Reading materials for classroom use	199-11-6329-001-149-24-313-000000-	$2,108.00
						Sub-Total	$4,216.00
						Budgeted Fund Source Amount	$4,216.00
						+/- Difference	$0.00

Parent Engagement

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Supplies	Supplies and materials for parental involvement	211-61-6399-04L-149-30-510-000000-24F10	$1,101.00
						Sub-Total	$1,101.00
						Budgeted Fund Source Amount	$1,101.00
						+/- Difference	$0.00

BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	1	1	Math based books in Spanish	Reading materials - instruction	199-11-6329-001-149-25-313-000000	$2,261.00
						Sub-Total	$2,261.00
						Budgeted Fund Source Amount	$4,590.00
						+/- Difference	$2,329.00

Gifted & Talented (199 PIC 21)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							$0.00
						Sub-Total	$0.00
						Budgeted Fund Source Amount	$749.00
						+/- Difference	$749.00

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							$0.00
						Sub-Total	$0.00
						Budgeted Fund Source Amount	$2,261.00
						+/- Difference	$2,261.00
						Grand Total Budgeted	$54,488.90
						Grand Total Spent	$49,149.90
						+/- Difference	$5,339.00