

# **Fort Worth Independent School District**

## **151 Natha Howell Elementary School**

### **2023-2024 Improvement Plan**

**Accountability Rating: B**



# Mission Statement

## NATHA HOWELL ELEMENTARY 2023-2024 CAMPUS MISSION

Our goal is to educate all children for a world that continually evolves by providing students the best education possible in collaboration with their parents, faculty, and community to ensure their futures are prepared for college and career success.

## Vision

**Vision-** The Natha Howell Elementary faculty is committed to meeting the needs of ALL children by fostering a learning environment where each child may succeed in both their social and academic development as well as develop a passion for learning. Through the actions of peers and the setting of an example for the school community, children learn to model respect, ownership, attitude, and responsibility.

## Value Statement

### School Motto:

*Ready to Lead and Learn at All Times*

Original Oak Knoll Motto School Team Motto:

R.O.A.R~Respect, Ownership, Attitude, and Responsibility represents our campus community culture.

A Leader in "Me" campus.

# Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	5
Student Learning	12
School Processes & Programs	21
Perceptions	23
Priority Problem Statements	25
Comprehensive Needs Assessment Data Documentation	26
District Goals	29
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.	30
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.	37
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	41
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.	45
State Compensatory	53
Budget for 151 Natha Howell Elementary School	54
Personnel for 151 Natha Howell Elementary School	54
Campus Funding Summary	55
Addendums	58

# Comprehensive Needs Assessment

Revised/Approved: May 10, 2023

## Needs Assessment Overview

### Needs Assessment Overview Summary

Based on MAP/NWEA middle-of-the-year statistics, gaps across students' reading abilities continue to exist for different grade levels. The campus's objective to have third-grade students reading at grade level has improved. Only slightly more than 42% of students meet STAAR requirements according to MAP/NWEA results with a higher percentage as progressed monitored by the STAAR exam results. There is a need for ongoing preparation with teachers during PLCs that analyze state standards that are routinely given throughout assessments. A rise in student mobility on this campus and the idea that a student's experiences—or lack thereof—are the primary determinants of academic performance are two factors that might lead to a more difficult outlook on student achievement. The campus will use these areas of need to provide professional development in order to increase teacher effectiveness, engage parents, and provide students with clear learning pathways to improve mastery levels across subject areas.

# Demographics

## Demographics Summary

### Natha Howell Elementary School- Carter Riverside Pyramid

Core Values: **Ready to Lead and Learn at All Times**



Original Oak Knoll Values:

R.O.A.R~ Respect, Ownership, Attitude, and Responsibility

#### ***Our Mission:***

To provide the highest quality education for college and career preparedness to all students in conjunction with their parents, staff, and the community in order to prepare them for a rapidly changing future.

#### ***Our Vision:***

Natha Howell Elementary's team is committed to meeting the needs of ALL children by fostering a learning environment in which each child may achieve social and academic

success while also developing a love of learning. Through the acts of peers and the school community, children learn to model respect, ownership, attitude, and responsibility.

#### **The Wildcat Pledge- Student Mantra**

•  
To this, I promise:

I believe in myself, and my ability to do my best at all times.

I will act in such a way that I will be proud of myself, and others will be proud of me too.

I will not waste my day because this day will not come again.

Today, I will **respect** others and choose kind words.

I will model **ownership** and pride in my work.

I will have the best **attitude** my day allows, and be the most **responsible** Wildcat I can solemnly be.

To this is pledge my **ROAR!**

**Go Wildcats!**

## Total Student Enrollment

**358**

## Student Enrollment by Race/Ethnicity





Number of Students Per Teacher

13.9

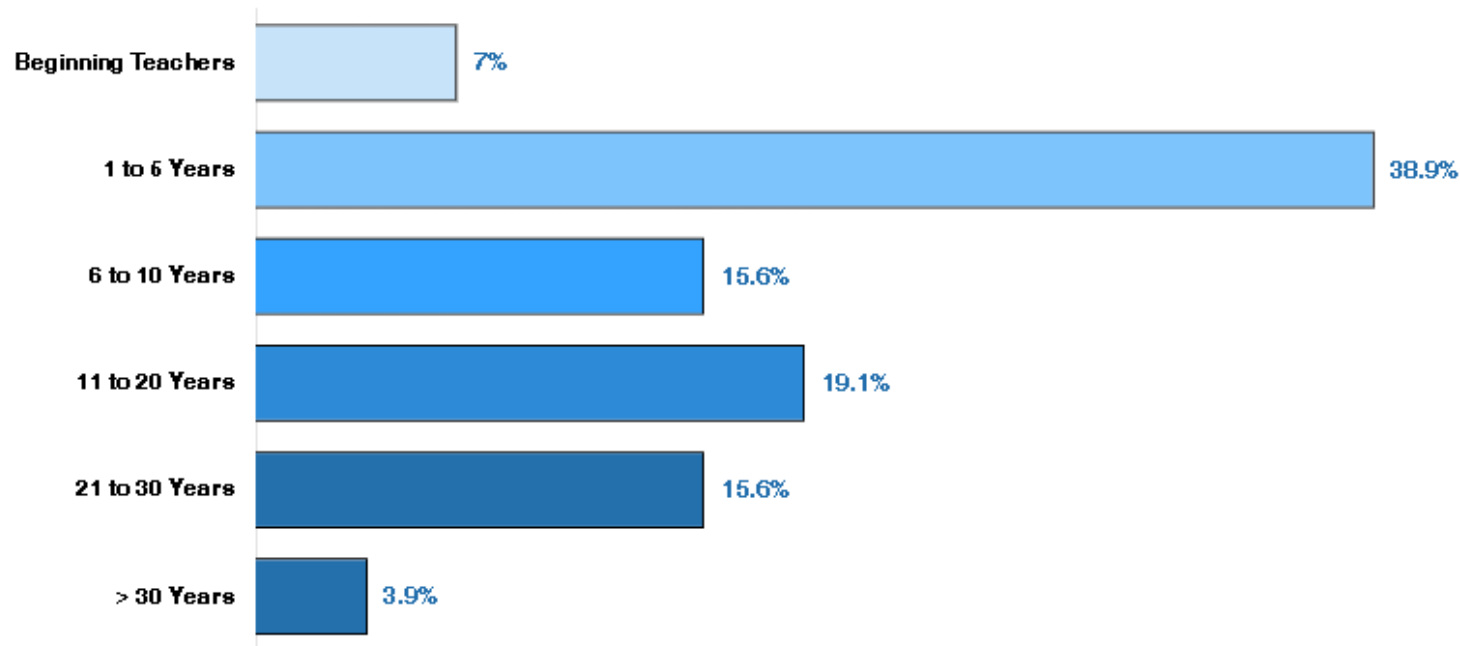
Number of Full-time Staff

36.6

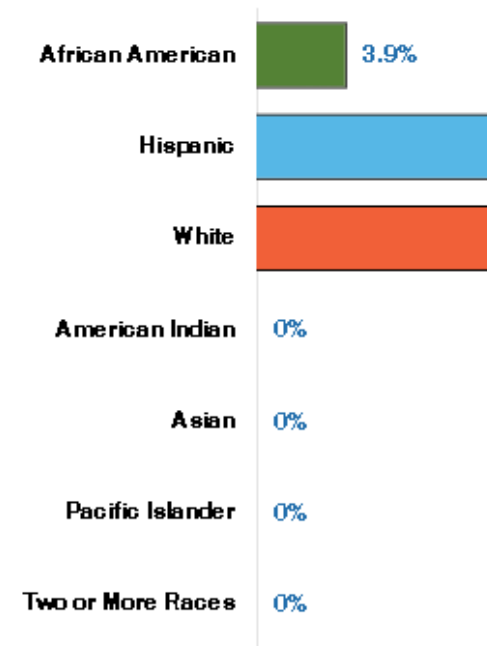
Number of Full-time Teachers

25.7

### Teachers by Years of Experience,



### Teachers by Race/Ethnicity



Natha Howell Elementary is a diversified campus with students from many walks of life. On a yearly basis, enrollment ranges from 336 to 348 students.

This campus' objective is to strategically prepare all students for a rapidly changing future by offering the greatest quality education in collaboration with their parents, faculty, and community for college and military preparedness.

Natha Howell Elementary's team is committed to meeting the needs of ALL children by establishing a learning environment in which each child may achieve social and academic success while also developing a love of learning. Through the acts of peers and the school community,

children learn to model respect, ownership, attitude, and responsibility. We host student ambassadors and work with them to develop leadership skills and confidence for future years. With the right supervision and role model, we think that all kids can lead.

Natha Howell takes pride in being a more founded and established campus with a rich history. The first school was founded in 1948, and from the beginning, it was directed by a group of committed educators and administrators. The campus faithfully continues this history by hiring only the best competent teachers to instruct students.

Classrooms are structured in a variety of ways, depending on the ability level and demands of the students. The Texas Education Agency has established state rules and time allotments for core courses for all programs including dual-language programs (TEA). Teachers are HB3 Academy certified and use these fundamental skills in the classroom daily starting in kindergarten. We also use a creative curriculum for pre-kinder early childhood learners. The early childhood curriculum focuses on interactive play and socialization while learning within the context of integrated subject areas.

An After School Site-Based Program is offered at Natha Howell Elementary to assist students with academics and provide additional tutoring and enrichment opportunities. Literacy and Math acceleration, music and fine art programs, gardening, and cognitive development activities are all part of the After-School Program.

School-wide Read Across America month, week of the young child, attendance contests, parent academic workshops, Family Activities, Art Gallery Nights, and Culturally Diverse Musical performances are just a few of the annual events.

The campus is a One-Way Dual Language Education Program



### **Demographics Strengths**

Natha Howell Elementary has a diverse student population that adds to the school's overall performance. The demographics of bilingualism are beneficial to both native language speakers and those acquiring a second language at our school. Students can enroll in a one-way dual-

language program on campus based on home surveys. For English and bilingual programs, all K-3 teachers are HB3 credentialed, and the dual language curriculum offered follows HB3 guidelines and practices.

### **Highlights of the campus in 2023-2024 include:**

ALL Student's subpopulations had above 65% accomplishment scores for district and state scores/STAAR/interim- in Reading and Math in 2022-2023

Increase in approach level for 5th-grade students with high development in reading and math for 5th-grade students

For ED/EB students, MAP forecasted progress for K-5th grade demonstrated considerable gains from MOY to EOY in 2nd-5th grade.

According to the interim exams, there has been an improvement in competency as indicated by the proportion of math TEKS that were tested in the 3rd-5th grades.

MAP/NWEA Winter 2023 data Math/ indicated that there is a direct and significant increase in math scores/RIT for Kinder-5th grade in comparison to the previous years.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Subgroups of LEP/EB students and AA subgroup student populations continue to struggle with reading proficiency in fundamental skills. **Root Cause:** Students in upper grades struggle. Since the introduction of AMPLIFY in the 2021 academic year, students have not been exposed to concept proficiency in the early learning years.

**Problem Statement 2:** Although more homes and businesses are moving into the area, enrollment in elementary schools has flatlined. within our neighborhood. **Root Cause:** The Riverside Community's typical age of new residents is evolving and now comprises a younger generation without school-age children.

# Student Learning

## Student Learning Summary

Method calibrated using the present STAAR performance standards were utilized to predict student achievement on STAAR for the academic year 2022–2023 using STAAR Interim Assessments. These results were used to gauge student development and competency in relation to learning standards after new standards were adopted and implemented with the Spring 2023 STAAR test session. A learning overview of the STAAR Interims for grades 3rd through 5th is shown here. The information reveals and shows the performance of the students as well as the TEKS/STAAR exam results from the previous academic year, 2022. Highly tested TEKS/SEs that students are still struggling to master are shown by highlighted areas. The data shown is from January through February of 2023.

## 3rd Grade Math 2022 2023 STAAR INTERIM Wave 3

	Total Students	Mathematics																	
		All Learning Standards																	
		3.2(A) [R]	3.2(D) [R]	3.3(E) [S]	3.3(F) [R]	3.3(H) [R]	3.4(A) [R]	3.4(C) [S]	3.4(E) [S]	3.4(F) [S]	3.4(G) [S]	3.4(I) [S]	3.4(K) [R]	3.5(A) [R]	3.5(B) [R]	3.5(E) [R]	3.5(A) [R]	3.5(B) [S]	3.5(C) [R]
151 - Howell ES, Natha	40	80%	62.34%	22.50%	41.86%	59.46%	13.95%	21.62%	100%	80%	54.05%	66.67%	51.16%	60.47%	63.64%	30%	9.52%	67.50%	42.50%
Economic Disadvantage	39	79.49%	62.67%	20.51%	42.86%	61.11%	14.29%	22.22%	100%	82.05%	55.56%	66.67%	50%	61.90%	64.15%	28.21%	10%	69.23%	41.03%
Black/African American	3	100%	16.67%	0%	33.33%	0%	0%	33.33%	100%	33.33%	33.33%	--	33.33%	33.33%	25%	0%	0%	100%	33.33%
Hispanic	36	77.78%	66.67%	22.22%	43.59%	66.67%	15.38%	21.21%	100%	86.11%	57.58%	66.67%	51.28%	64.10%	67.35%	30.56%	10.53%	66.67%	41.67%
White	1	100%	50%	100%	0%	0%	0%	0%	--	0%	0%	--	100%	0%	50%	100%	0%	0%	100%
Currently Emergent Bilingual	23	82.61%	74.42%	30.43%	42.31%	60%	15.38%	20%	100%	86.96%	50%	66.67%	38.46%	61.54%	70%	34.78%	7.69%	73.91%	43.48%
Special Ed Indicator	5	40%	30%	40%	40%	20%	0%	0%	100%	20%	0%	--	20%	0%	33.33%	60%	0%	40%	20%

## 3rd Grade STAAR INTERIM READING/ELA Wave 3

	Total Students	Mathematics																		
		All Learning Standards																		
		4.2(B) [R]	4.2(C) [S]	4.2(E) [S]	4.2(G) [R]	4.2(H) [S]	4.3(A) [S]	4.3(B) [S]	4.3(C) [S]	4.3(D) [R]	4.4(A) [R]	4.4(E) [S]	4.4(G) [S]	4.4(H) [R]	4.5(A) [R]	4.5(B) [R]	4.5(D) [R]	4.6(A) [S]	4.6(B) [S]	4.6(C) [S]
151 - Howell ES, Natha	41	51.90%	0%	21.74%	0%	39.13%	33.33%	66.67%	40%	34.15%	43.28%	58.54%	20%	35.59%	63.41%	31.58%	39.06%	0%	13.64%	47.83%
Economic Disadvantage	40	53.25%	0%	21.74%	0%	39.13%	33.33%	66.67%	42.86%	35%	43.94%	60%	21.43%	36.84%	65%	32.43%	39.68%	0%	13.95%	47.83%
Asian	1	100%	0%	--	--	--	100%	100%	--	50%	100%	100%	--	100%	100%	--	100%	0%	0%	--
Black/African American	2	25%	--	100%	0%	0%	--	--	100%	100%	66.67%	50%	0%	33.33%	50%	50%	66.67%	--	0%	0%
Hispanic	36	52.86%	0%	14.29%	0%	42.86%	0%	50%	38.46%	31.94%	40.68%	58.33%	23.08%	33.33%	61.11%	29.41%	33.33%	0%	15.79%	47.62%
White	2	50%	--	100%	0%	0%	--	--	0%	0%	33.33%	50%	0%	33.33%	100%	50%	100%	--	0%	100%
Currently Emergent Bilingual	21	41.46%	0%	0%	0%	58.33%	0%	0%	50%	30.95%	38.24%	61.90%	12.50%	23.33%	66.67%	25%	24.24%	0%	13.64%	50%
Special Ed Indicator	7	28.57%	--	0%	0%	66.67%	--	--	25%	14.29%	40%	42.86%	0%	45.45%	28.57%	28.57%	10%	--	0%	66.67%

## 4th Grade STAAR INTERIM/ READING/ELA

	Total Students	Reading/ELA											All Learning Standards						
		4.2(B.ii) [R]	4.2(B.vi) [R]	4.3(B) [R]	4.6(C) [S]	4.6(F) [R]	4.6(G) [R]	4.7(C) [R]	4.7(D) [R]	4.8(A) [S]	4.8(B) [R]	4.9(C) [S]	4.9(D.i) [R]	4.9(D.ii) [S]	4.9(D.iii) [S]	4.10(B) [S]			
151 - Howell ES, Natha	41	52.17%	44.44%	50%	48.15%	63%	81.48%	56.36%	57.14%	43.48%	46.34%	51.85%	63.41%	68.29%	47.56%	28.57%			
Economic Disadvantage	40	52.17%	47.06%	51.25%	46.15%	63.92%	80.77%	57.41%	57.14%	43.48%	47.50%	50%	62.50%	67.50%	48.75%	28.57%			
Asian	1	100%	--	50%	--	100%	--	100%	100%	100%	100%	--	100%	100%	100%	0%			
Black/African American	2	--	50%	25%	0%	33.33%	100%	0%	--	--	0%	50%	50%	50%	75%	--			
Hispanic	34	55.56%	43.75%	51.47%	52.17%	65.48%	82.61%	53.33%	45.45%	44.44%	50%	47.83%	61.76%	70.59%	42.65%	27.27%			
White	4	25%	--	50%	50%	50%	50%	83.33%	100%	25%	25%	100%	75%	50%	62.50%	50%			
Currently Emergent Bilingual	20	54.55%	22.22%	47.50%	57.14%	59.18%	85.71%	50%	33.33%	36.36%	45%	35.71%	60%	85%	35%	33.33%			
Special Ed Indicator	6	33.33%	33.33%	25%	40%	60%	60%	42.86%	0%	33.33%	16.67%	40%	16.67%	66.67%	41.67%	0%			

## 4th GRADE STAAR INTERIM/ MATHEMATICS

	Mathematics																		
	Total Students	All Learning Standards																	
		4.2(B) [R]	4.2(C) [S]	4.2(E) [S]	4.2(G) [R]	4.2(H) [S]	4.3(A) [S]	4.3(B) [S]	4.3(C) [S]	4.3(D) [R]	4.4(A) [R]	4.4(E) [S]	4.4(G) [S]	4.4(H) [R]	4.5(A) [R]	4.5(B) [R]	4.5(D) [R]	4.6(A) [S]	4.6(B) [S]
151 - Howell ES, Natha	41	51.90%	0%	21.74%	0%	39.13%	33.33%	66.67%	40%	34.15%	43.28%	58.54%	20%	35.59%	63.41%	31.58%	39.06%	0%	13.64%
Economic Disadvantage	40	53.25%	0%	21.74%	0%	39.13%	33.33%	66.67%	42.86%	35%	43.94%	60%	21.43%	36.84%	65%	32.43%	39.68%	0%	13.95%
Asian	1	100%	0%	--	--	--	100%	100%	--	50%	100%	100%	--	100%	100%	--	100%	0%	0%
Black/African American	2	25%	--	100%	0%	0%	--	--	100%	100%	66.67%	50%	0%	33.33%	50%	50%	66.67%	--	0%
Hispanic	36	52.86%	0%	14.29%	0%	42.86%	0%	50%	38.46%	31.94%	40.68%	58.33%	23.08%	33.33%	61.11%	29.41%	33.33%	0%	15.75%
White	2	50%	--	100%	0%	0%	--	--	0%	0%	33.33%	50%	0%	33.33%	100%	50%	100%	--	0%
Currently Emergent Bilingual	21	41.46%	0%	0%	0%	58.33%	0%	0%	50%	30.95%	38.24%	61.90%	12.50%	23.33%	66.67%	25%	24.24%	0%	13.64%
Special Ed Indicator	7	28.57%	--	0%	0%	66.67%	--	--	25%	14.29%	40%	42.86%	0%	45.45%	28.57%	28.57%	10%	--	0%

## 5TH GRADE STAAR INTERIM/ MATHEMATICS



	Total Students	Mathematics																
		All Learning Standards																
		5.2(A) [S]	5.2(B) [R]	5.3(D) [S]	5.3(E) [R]	5.3(F) [S]	5.3(G) [R]	5.3(H) [S]	5.3(I) [S]	5.3(J) [S]	5.3(K) [R]	5.3(L) [R]	5.4(A) [S]	5.4(B) [R]	5.4(C) [R]	5.4(D) [S]	5.4(F) [R]	5.4(H) [R]
151 - Howell ES, Natha	42	76.19%	76.19%	90.91%	40.48%	51.61%	57.14%	66.04%	35.71%	68.75%	45.24%	35.71%	54.55%	57.53%	55.56%	67.74%	38.71%	26.03%
Economic Disadvantage	39	74.36%	75.64%	90%	38.46%	51.72%	56.41%	67.35%	35.90%	65.52%	43.59%	35.90%	50%	55.88%	52.54%	65.52%	34.48%	26.47%
Black/African American	2	50%	25%	--	0%	100%	50%	100%	0%	--	25%	50%	--	50%	25%	50%	0%	25%
Hispanic	39	79.49%	78.21%	90.91%	41.03%	46.43%	56.41%	64%	35.90%	67.74%	44.87%	33.33%	54.55%	56.72%	56.90%	67.86%	42.86%	26.87%
Two or More Races	1	0%	100%	--	100%	100%	100%	100%	100%	100%	100%	100%	--	100%	100%	100%	0%	0%
Currently Emergent Bilingual	26	80.77%	75%	100%	46.15%	50%	53.85%	73.53%	38.46%	61.90%	48.08%	34.62%	50%	56.82%	64.10%	66.67%	44.44%	27.27%
Second Year of Monitoring	1	100%	100%	--	0%	0%	100%	100%	0%	100%	0%	0%	--	100%	100%	100%	100%	0%
Special Ed Indicator	6	66.67%	75%	100%	50%	25%	83.33%	50%	33.33%	75%	50%	50%	100%	40%	60%	75%	25%	10%

## 5TH GRADE STAAR INTERIM WAVE 3/ READING

	Total Students	Reading/ELA														
		All Learning Standards														
		5.3(A) [S]	5.3(B) [R]	5.6(F) [R]	5.6(H) [R]	5.7(C) [R]	5.7(D) [R]	5.8(C) [R]	5.9(D.i) [R]	5.9(D.ii) [S]	5.9(D.iii) [S]	5.10(A) [R]	5.10(C) [S]	5.10(D) [S]	5.10(E) [S]	5.11(B.i) [R]
151 - Howell ES, Natha	42	53.03%	60.71%	42.86%	27.78%	50%	65.69%	40.48%	50%	64.29%	42.86%	53.57%	10%	71.67%	33.33%	70.63%
Economic Disadvantage	39	52.38%	56%	43.59%	33.33%	47.62%	65.59%	38.46%	48%	64.29%	42.86%	52.83%	10%	72.22%	28.21%	69.23%
Black/African American	2	0%	--	100%	--	25%	75%	0%	--	50%	50%	50%	--	50%	100%	50%
Hispanic	38	55.93%	62.96%	39.47%	29.41%	50.85%	64.52%	44.74%	51.85%	63.64%	36.36%	53.06%	10%	72.73%	28.95%	71.93%
Two or More Races	2	66.67%	0%	50%	0%	66.67%	80%	0%	0%	100%	100%	66.67%	--	66.67%	50%	66.67%
Currently Emergent Bilingual	25	53.66%	50%	40%	44.44%	46.34%	72.88%	40%	44.44%	85.71%	42.86%	56.25%	11.11%	76.47%	28%	68.57%
Second Year of Monitoring	1	0%	100%	0%	0%	100%	66.67%	0%	100%	--	--	100%	--	50%	100%	66.67%
Special Ed Indicator	6	66.67%	75%	33.33%	0%	66.67%	53.33%	50%	25%	50%	0%	75%	0%	55.56%	33.33%	77.78%

In order to assess student development from the start of the academic year to the end, the district and state compare the MAP/NWEA data. According to the data below, reading and math proficiency has increased for students in grades K–5. While 64% of Hispanic or Latino students met their expected growth, the AA student population did so at a rate of 100%. Only 33% of Hispanic/Latino students met their RIT



growth goals in reading, while 50% of AA students exceeded their growth goals during the middle of the year. From MOY to EOY, the campus' predicted RIT growth in math and reading is anticipated to be at least 25% greater than each growth percentage per subgroup and not to dip below 100% for AA students.



## Student Growth Summary Report

Aggregate by School

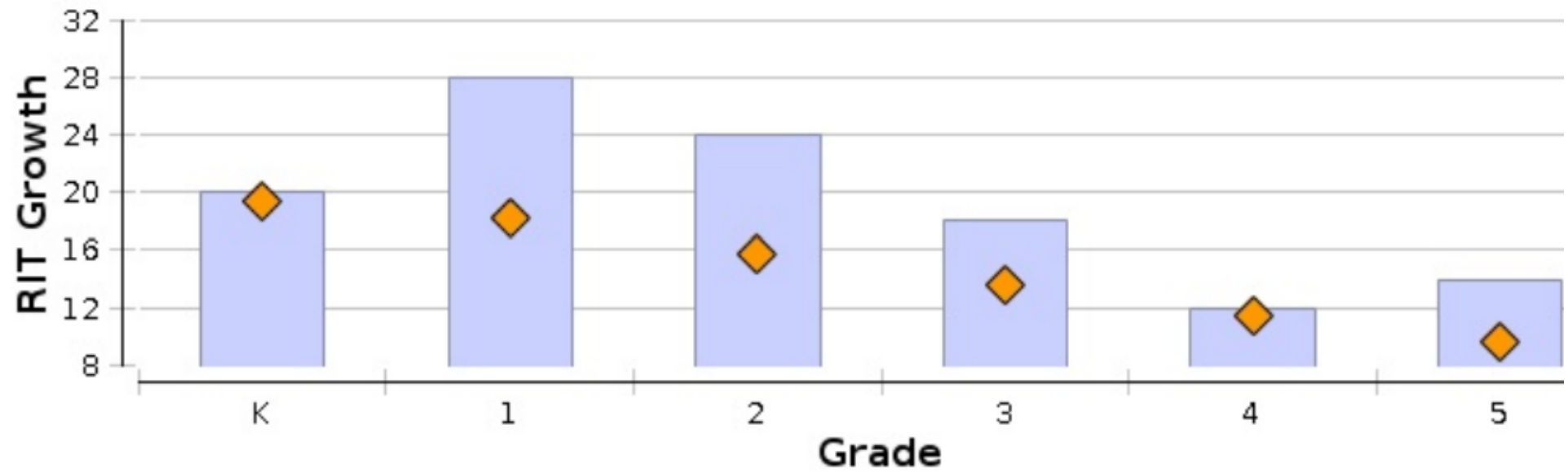
Term: Spring 2022-2023  
District: Fort Worth ISD

### 151 - Natha Howell ES

Math: Math K-12

		Comparison Periods								
		Fall 2022			Spring 2023			Growth		
Grade (Spring 2023)	Total Number of Growth Events±	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth
K	43	136.4	9.0	38	156.4	11.3	45	20	1.2	19
1	52	148.8	11.0	5	176.8	16.2	53	28	2.0	18
2	36	165.6	15.5	8	189.9	16.9	53	24	1.6	15
3	38	184.2	14.4	29	202.3	13.6	57	18	1.4	13
4	44	192.2	17.4	16	204.2	20.6	20	12	1.2	11
5	45	201.7	22.0	18	215.5	22.0	35	14	1.2	9

## Math: Math K-12





# Student Growth Summary Report

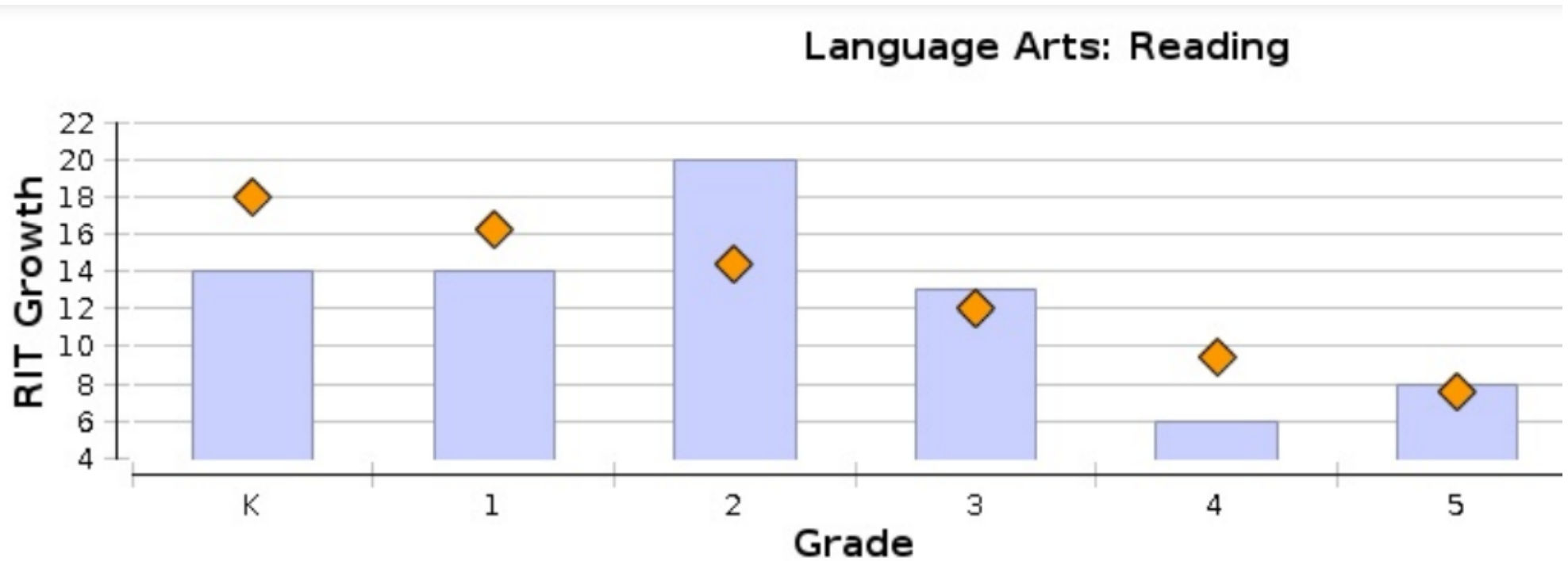
Aggregate by School

Term: Spring 2022-2023  
District: Fort Worth ISD

## 151 - Natha Howell ES

Language Arts:  
Reading

		Comparison Periods								
		Fall 2022			Spring 2023			Growth		
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth
K	13	133.7	8.0	37	148.1	4.4	17	14	2.0	17.1
1	37	146.2	9.1	6	159.8	11.0	4	14	1.1	16.1
2	36	161.0	13.1	6	180.6	15.8	24	20	2.0	14.1
3	39	178.6	15.0	17	191.6	14.3	22	13	1.8	12.1
4	42	191.4	17.1	28	197.3	20.3	15	6	1.5	9.4
5	45	198.2	19.1	22	206.5	18.5	26	8	1.4	7.6



#### Student Learning Strengths

Math competency among students at Natha Howell Elementary is rising over the years. Teachers continue to develop long-term objectives that enhance problem-solving abilities, success criteria identification and implementation in the classroom, and inferencing across subject areas through writing. They do this in collaboration with students from Professional Learning Communities led by teachers and instructional teams. Daily writing instruction is given to students in all subject areas. Learners who apply themselves to their studies clearly demonstrate their student work.

The development of students' executive functioning skills is crucial to their success at our school. In kindergarten through fifth grade, teachers serve as role models for students in planning and using planners, organization, working memory, initiating learning and peer

scenarios, task monitoring of goals, self-monitoring, inhibition, emotional control, and shifting / flexibility during class.

The development of attention and learning advanced techniques requires that students employ their executive functioning skills.

The use of visual aids, the integration of technology, student participation in all lessons, the improvement of auditory comprehension abilities, and the justification of learning are among the curriculum's and the classroom's student strengths.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** When compared to national standards for overall reading proficiency, students in the first and fourth grades perform less well than expected, while gaps are closing in other grades. **Root Cause:** The consistent application of the AMPLIFY curriculum throughout tier 1 teaching, along with extra bilingual resources, causes a disparity between EB Reading Proficiency and normal program results.

**Problem Statement 2 (Prioritized):** 2023STAAR grade level competency criteria for all subjects were only fulfilled by - % of economically disadvantaged students and - % of all subgroups, compared to - % of students statewide. **Root Cause:** Instructional staff required more concentrated professional development to target concepts to enhance competency that challenges student outcomes and differentiate teaching delivery.

# School Processes & Programs

## School Processes & Programs Summary

On-going discussions and decision-making process development with committees are part of school procedures at the campus level. Deeper discussion is required to create an aligned approach to the curriculum during tier 1 instruction due to the campus's current needs. All staff members have access to the current curriculum, which has been provided to them, and instructors have received district- and state-specific training. Professional growth was obtained through initial self-paced online teaching and supervised training with AMPLIFY trainers. The curriculum at Eureka includes academies that all of the instructors had gone to. Weekly Professional Learning Committee meetings are still held when teachers discuss lesson integrity and student results. In order to absorb teachings and identify problem areas, instructional decisions with educational partnerships and Region 11 ESC is incorporated at this time.

Teachers are given time to plan the depth and pace of their lessons. To target high-impact potentials for growth, campus and grade-level teams have designed research-based topics that lead professional learning community (PLC) teachers to share their expertise. Inferencing across subjects, the writing process, and the effectiveness of "productive struggle" in tier 1 education are some of these topics. CANVAS training has been provided to teachers, and in the academic year 2023–2024, full implementation will begin. The technology involves expanding on our Common Sense school certification and engaging students and teachers in interactive learning.

Numerous academic interests are catered to in our campus' extracurricular activities. All students participate in social/emotional learning, counseling, fine arts enrichment, and STEM throughout their weekly enrichment rotations. including after-school clubs

The running club, agriculture in the PK-Kinder classes, recycling scholars team, student ambassadors/student council, and the flag leaders with regular flag ceremonies are all a part of our school culture and learning opportunity.

Students are exposed to on-campus camps as well as annual summer learning camps for enrichment in the fine arts, social-emotional skills, and academics in order to foster growth and interest-based learning.

Upper-grade students take part in college and career excursions where they learn about the paths to higher education. As part of their field studies, students go to several universities throughout Texas.

## School Processes & Programs Strengths

Our MTSS campus committee and the campus work closely together to identify students who may struggle with a variety of issues. Academic and behavioral requirements for students in all grade levels are among the focus areas. The work of the students is assessed together with the interventions used to meet their needs and monitor their development. To boost academic performance and develop self-assured learners, the campus collaborates with Beacon Hill Preparatory. Aside from their core curriculum, students accepted into this program receive one-on-one or small-group instruction to help them advance their learning.

Beacon Hill is a 501c(3) nonprofit organization that works to close the learning gap and eliminate disparities in education. The objective of this program is consistent with Natha Howell's commitment to providing every student with an outstanding educational experience. The objective is for all Beacon Hill participants to read and write at or above grade level. This is done by providing small-group tutoring throughout the school day to children and schools with high needs in the DFW region and neighboring areas. Along with helping students, they offer important parent education and support for those preparing for college (grades 9–12).

Every Beacon Hill "scholar" has their learning needs evaluated and is given a personalized learning plan. Two to three hours of weekly instruction utilizing integrated exercises, workbooks, and storybooks are provided by certified experts with the assistance of trained volunteers.

Beacon Hill Preparatory and campus lead content teachers as well as support professionals assist with HB4545 tutoring sessions. Rotations for extended day enrichment are provided to the students. During planning and intervention meetings with core staff, academic and behavioral support systems are explored in order to create tailored learning plans for children working below grade level and advanced learning plans for students working above grade level.

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Targeted assistance is less visible in all grade levels and early intervention is essential to develop robust learning communities and eliminate academic gaps. **Root Cause:** The demand from the student population to have an influence on long-term results cannot be met by funding for one-on-one programs and professional employees that can target a vast population of students.

**Problem Statement 2 (Prioritized):** While lower grades academic/behavioral sessions lacked consistent data review focusing on closing gaps in reading and math using district-approved and aligned resources, MTSS meetings purposefully concentrated more on students in grades 3-5. **Root Cause:** Committees emphasized the significance of HB4545 compliance and scheduled sessions for lower grades did not consistently have scheduled time for evaluating data collectively to plan for intervention.

# Perceptions

## Perceptions Summary

Based on the previous three academic years, Natha Howell's teachers have a retention rate of 90% or above. Teachers are deeply ingrained in the campus's basic values and their contribution to the community.

The FWISD Family Engagement programs and departments have a community connection on campus. We work with non-profits/Beacon Hill Prep and the Riverside United Methodist Church to foster Reading Advancement in partnership with Texas Wesleyan University.

Parent Academies are hosted four times a year to provide parents with participatory ways to school engagement. A family engagement expert who works with parent volunteers and initiatives to improve the school experience funds the campus. We now have an ALL PRO DAD chapter on campus and hold monthly meetings. The goal of these sessions is to give resources to fathers who want to be involved in their child's academic and social programs.

Student Ambassadors assist with campus events. Ambassadors receive leadership training and plan with our campus administration on a monthly basis.

At our campus, parent involvement is increasing thanks to the many active parents. A wide range of events is attended by parents, such as Family Science Nights, Literacy Activities, Reading Buddies, Science Fairs, Gallery Walks, parent-teacher conferences, and community partner activities.

## Perceptions Strengths

The school is perceived as a welcoming environment with interactive students and ongoing events that engage families. The school mission and motto- Ready to Lead and Learn at all times is viewed and pledged during daily announcements and used as a pillar for our school community. Strengths include a consistent social/emotional program that assists in building character and voice in children. Teachers perceive the school as an institution of learning and hold students accountable to high standards. Teachers feel that as the community changes and alters more resources will be necessary to ensure all students can thrive and learn at high levels.

Teachers are skilled in teaching students in grades 3-5 content-driven lessons and teaching K–2 students basic reading skills using phonics. Parents believe the educator of their child is well-equipped and well-qualified to provide outstanding tier-1 instruction. The majority of parents regularly meet with teachers and exchange messages in person, on the district blackboard, or in school newsletters.



The majority of teachers agree students arrive with a foundational understanding of math and reading, although some teachers express worry about mobility rates with new students who travel between districts and may not be grade-level prepared. Teachers observe that incoming students from our neighborhood's emerging regions are dispersed, necessitating more time and help to attain high standards of learning.

#### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** The closing the gaps performance category has been impacted by the student mobility rate, which has increased by more than 54% on our campus in the past year. **Root Cause:** Students from nearby district schools are migrating into the pyramid as a result of municipal boundary redesigns, as well as an inflow of equal-opportunity housing and a growing community filled with entrepreneurial enterprises.

**Problem Statement 2:** Parental involvement is increasing, however, despite this, parental involvement beliefs as a barrier that affects children's academic performance continue to have an impact on community mindsets. **Root Cause:** Our focused learning agendas' lack of specialized professional development that will help with particular training that can affect students' academic outcomes during the school day remains a challenge.

# Priority Problem Statements

**Problem Statement 1:** Subgroups of LEP/EB students and AA subgroup student populations continue to struggle with reading proficiency in fundamental skills.

**Root Cause 1:** Students in upper grades struggle. Since the introduction of AMPLIFY in the 2021 academic year, students have not been exposed to concept proficiency in the early learning years.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 2023 STAAR grade level competency criteria for all subjects were only fulfilled by - % of economically disadvantaged students and - % of all subgroups, compared to - % of students statewide.

**Root Cause 2:** Instructional staff required more concentrated professional development to target concepts to enhance competency that challenges student outcomes and differentiate teaching delivery.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** While lower grades academic/behavioral sessions lacked consistent data review focusing on closing gaps in reading and math using district-approved and aligned resources, MTSS meetings purposefully concentrated more on students in grades 3-5.

**Root Cause 3:** Committees emphasized the significance of HB4545 compliance and scheduled sessions for lower grades did not consistently have scheduled time for evaluating data collectively to plan for intervention.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** The closing the gaps performance category has been impacted by the student mobility rate, which has increased by more than 54% on our campus in the past year.

**Root Cause 4:** Students from nearby district schools are migrating into the pyramid as a result of municipal boundary redesigns, as well as an inflow of equal-opportunity housing and a growing community filled with entrepreneurial enterprises.

**Problem Statement 4 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
- 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

## 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
- Federal Report Card and accountability 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment 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
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PSS 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: June 5, 2023

**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 PK students who score On Track on Circle Phonological Awareness in English from 86% to 90% by May 2024.

\*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 33% to 80% by May 2024.

\*Increase the percentage of ELL/ED students on our campus (gender, race, program, other) from 83.3% to 86% by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** Circle Wave 1-3 data reports

**Strategy 1:** Include and acquire research-based CLI phonological awareness supplementary activities to use with students during integrated centers or small group instruction.

**Strategy's Expected Result/Impact:** Require that all students receive integrated targeted phonological awareness support throughout tier 1 instruction directly aligned with the evaluated curriculum through focused activities.

**Staff Responsible for Monitoring:** Administration, Instructional Coaching, and Teachers

**Title I:**

2.4, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> PK teachers will receive professional development along with CLI supplementary materials to address achievement gaps in the classroom with CLI phonological activities. During small-group learning, teachers will be tasked with implementing these teachings into practice. <b>Intended Audience:</b> All at-risk PK students as identified by the initial baseline assessments with CLI <b>Provider / Presenter / Person Responsible:</b> CLI- Children's Learning Institute Materials/ CLI training <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Collaborating Departments:</b> Early Learning and Bilingual <b>Delivery Method:</b> Tier 1 instructional time frames and planning/PLC timeframes		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

**Strategy 2:** Intentional planning with PK teachers to include specific curricular components that demonstrate a high-yield phonological awareness impact through intentional teaching cards and mighty minute lessons.

**Strategy's Expected Result/Impact:** During walkthroughs, all students will be monitored during intentional teaching card lessons and engage in mighty minute feedback with students and the class.

**Staff Responsible for Monitoring:** Early childhood /PK teachers, administrators, and early childhood coaches

**Title I:**

2.4, 2.6

**- TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Targeted coaching sessions will be provided to PK teachers to encourage creative curricular components that assist language acquisition, listening skills, and phonological awareness practice. <b>Intended Audience:</b> Advanced early childhood learners, PK at-risk students, EB populations, and economically disadvantaged students. <b>Provider / Presenter / Person Responsible:</b> PK Teachers, Instructional Coaches, and Administration <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Early Learning and Creative Curriculum <b>Delivery Method:</b> Coaching sessions and PLC  <b>Funding Sources:</b> Substitutes to cover classes and professional development supplies/instructional supplies for students - Title I (211) - 211-11-6112-OPD-151-30-510-000000-24F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> During benchmarking and progress monitoring opportunities, data collecting and monitoring systems for young learners are designed, put into practice, and updated with teachers and coaches. <b>Intended Audience:</b> All Pre-Kindergarten learners and early learning instructors <b>Provider / Presenter / Person Responsible:</b> Instructional Early Learning Coach, Admin and Pre-K teachers <b>Date(s) / Timeframe:</b> August-May 2024 - Once every six weeks in branching minds <b>Collaborating Departments:</b> Early Learning <b>Delivery Method:</b> Data Meetings/ one on one	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 2:</b> While lower grades academic/behavioral sessions lacked consistent data review focusing on closing gaps in reading and math using district-approved and aligned resources, MTSS meetings purposefully concentrated more on students in grades 3-5. <b>Root Cause:</b> Committees emphasized the significance of HB4545 compliance and scheduled sessions for lower grades did not consistently have scheduled time for evaluating data collectively to plan for intervention.



**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 Kindergarten-Grade 3 students who Meet or Exceed grade-level expectations on key MAP Fluency indicators in English from 63% to 75% in foundational skills and 38% to 75% in oral reading rate by May 2024

\*Increase the percentage of Kindergarten-Grade 3 students who Meet or Exceed grade-level expectations on key MAP Fluency indicators in Spanish from 67% to 80% in foundational skills and 34% to 75% in oral reading rate by May 2024.

\*Increase the percentage of ELL/ED students from 63% to 78% by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** MAP Fluency-Term Comparison Reports  
Benchmark Matrix, and AMPLIFY Testing Progress, and MAP lesson progress.

**Strategy 1:**

By providing tutoring after school or pulling children out of class throughout the instructional day, we will allocate resources to support more pull-out interventions to narrow gaps with those below criteria to push to the next level and above. With multilingual personnel to accommodate the requirements of ELL children, this will target both English-speaking and EB students.

**Strategy's Expected Result/Impact:** Outcome Goal: Students who receive additional, focused instruction will show improvement in their MAP fluency foundational abilities and in their performance on progress checks from tutors.

**Staff Responsible for Monitoring:** Tutors/ Beacon Hill and multi-lingual staff

**Title I:**

2.4, 2.5, 2.6

**- 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

**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> MAP Resources' tutor training will be provided by on-campus PD/ FWISD MAP Coaches PLC Review and Planning of Foundational Skills Resources Aligned to AMPLIFY Curriculum Data Meetings - on a bi-monthly time frame with coaches and data analysts assessing progress and coaching recommendations informed by data. <b>Intended Audience:</b> ELL/ ESL Kindergarten-Grade 3 Students testing in MAP Fluency <b>Provider / Presenter / Person Responsible:</b> PLC Leader/Data Analyst <b>Date(s) / Timeframe:</b> Implementational date to Completion dates: October 2023- April 2024 <b>Collaborating Departments:</b> Curriculum, MTSS, Literacy, and Leading <b>Delivery Method:</b> Face to Face  <b>Funding Sources:</b> Salary - Title I (211) - 211-13-6119-04E-151-30-510-000000-24F10 - \$84,946	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### School Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Subgroups of LEP/EB students and AA subgroup student populations continue to struggle with reading proficiency in fundamental skills. <b>Root Cause:</b> Students in upper grades struggle. Since the introduction of AMPLIFY in the 2021 academic year, students have not been exposed to concept proficiency in the early learning years.

**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 46% to 65% by May 2024.

\*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 60% to 75% by May 2024.

\*Increase the percentage of ELL/ED from 48% to 65% by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** Projected Proficiency Summary Report

**Strategy 1:** We will provide tutoring after school or pull children out of class throughout the instructional day (after core instructional blocks). We will allocate resources to support more pull-out interventions to narrow gaps with those below criteria to push to the next level and above. With multilingual personnel to accommodate the requirements of ELL children, this will target both English-speaking and EB students.

**Strategy's Expected Result/Impact:** Implementational date to Completion dates:  
September 2023- April 2024

**Staff Responsible for Monitoring:** PLC Leader/Data Analyst/ Assistant Principal

**Title I:**

2.4, 2.5, 2.6, 4.2

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Parent Meetings/ Data Meetings every six weeks Tutors for afterschool <b>Intended Audience:</b> ELL/ED and EB Kindergarten-5th grade students <b>Provider / Presenter / Person Responsible:</b> FWISD MAP Trainer and Coach, Instructional Coach, and Data Analyst <b>Date(s) / Timeframe:</b> Implementation Date: Mid-September- May 2024 <b>Collaborating Departments:</b> NWEA MAP/ Literacy/ Math -Science Learning and Leading Network <b>Delivery Method:</b> Face-to-face and or virtual  <b>Funding Sources:</b> Tutors for after school, supplies - SCE (199 PIC 24) - 199-11-6116-001-151-24-313-000000- - \$4,984, - SCE (199 PIC 24) - 199-11-6399-001-151-24-313-000000- - \$184	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> To support grade-level texts and materials to improve reading experiences, order library books for all student demographics, including EB/ESL students. <b>Intended Audience:</b> All Student Populations <b>Provider / Presenter / Person Responsible:</b> Librarian <b>Date(s) / Timeframe:</b> September-November <b>Collaborating Departments:</b> Media Services <b>Delivery Method:</b> Face-to-face and Class time/ library rotations.  <b>Funding Sources:</b> Library Books - Title I (211) - 211-12-6329-04E-151-30-510-000000-24F10 - \$2,800, - SPED (199 PIC 23) - - \$1,624	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 2:** Every six weeks, we will conduct parent meetings to consult on student growth and performance, deliberate on the next steps, and persist in continuous lines of dialogue with parents. In addition to setting high expectations for our learning community, this will set the tone for urgency and instructional action plans.

**Strategy's Expected Result/Impact:** Implementational date to Completion dates:  
September 2023- April 2024

**Staff Responsible for Monitoring:** PLC Leader/Data Analyst/ Assistant Principal/ MTSS committee





**Title I:**  
2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

## Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Parent Meetings/MTSS committee and discussions Teacher /Data Meetings <b>Intended Audience:</b> ELL/ED and EB Kindergarten-5th grade students <b>Provider / Presenter / Person Responsible:</b> MTSS lead/Assistant Principal <b>Date(s) / Timeframe:</b> Implementation Date: September- May 2024 <b>Collaborating Departments:</b> MAP/NWEA- Literacy and Math/Sci Departments <b>Delivery Method:</b> Face-to-face and or virtual/ via phone  <b>Funding Sources:</b> Supplies for meetings, folders, sheet covers, paper, pens, pencils - BEA (199 PIC 25) - 199-61-6399-001-151-25-313-000000 - \$500	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> 2023STAAR grade level competency criteria for all subjects were only fulfilled by - % of economically disadvantaged students and - % of all subgroups, compared to - % of students statewide. <b>Root Cause:</b> Instructional staff required more concentrated professional development to target concepts to enhance competency that challenges student outcomes and differentiate teaching delivery.
School Processes & Programs
<b>Problem Statement 2:</b> While lower grades academic/behavioral sessions lacked consistent data review focusing on closing gaps in reading and math using district-approved and aligned resources, MTSS meetings purposefully concentrated more on students in grades 3-5. <b>Root Cause:</b> Committees emphasized the significance of HB4545 compliance and scheduled sessions for lower grades did not consistently have scheduled time for evaluating data collectively to plan for intervention.

**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 67% to 78% by May 2024.  
Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 38% to 65% by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** Circle Wave 1-3 Comparison data

**Strategy 1:** We will employ circle resource activities to teach while focusing on gaps with mathematics learners in a pull-out or push-in small group setting..

**Strategy's Expected Result/Impact:** Early learners will exhibit their knowledge and development during integrated center time.  
Teachers will employ distinctive curricular components as well as circle questioning components to monitor progress and knowledge in action with observation checks.

**Staff Responsible for Monitoring:** Lead PK teachers/ Coaches- Early Learning

**Title I:**  
2.4, 2.5, 2.6  
- **TEA Priorities:**  
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college  
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: PK student groups				
Tier 2-3 student groups- Closing the Gaps to Meets				
Tier 1 Groups- for acceleration and Advancement				

<p><b>Intended Audience:</b> All PK Students and Population Subgroups for Early Learning</p> <p><b>Provider / Presenter / Person Responsible:</b> Data Analyst, PK lead teachers, Early Learning Coach</p> <p><b>Date(s) / Timeframe:</b> Implementation Date: September- May 2024</p> <p><b>Collaborating Departments:</b> Early Learning Dept.</p> <p><b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> instructional supplies for classroom - Title I (211) - 211-11-6117-04E-151-30-510-000000-24F10 - \$500</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> Subgroups of LEP/EB students and AA subgroup student populations continue to struggle with reading proficiency in fundamental skills. <b>Root Cause:</b> Students in upper grades struggle. Since the introduction of AMPLIFY in the 2021 academic year, students have not been exposed to concept proficiency in the early learning years.</p>

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

**School Performance Objective 2:** Increase the percentage of Kindergarten-Grade 5 students who Meet or Exceed projected growth on MAP Growth from 69% to 75% by May 2024.

Increase the percentage of ED/LEP students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 70% to 80% by May 2024.

**High Priority**

**Evaluation Data Sources:** MAP Math Growth Reports, ADQ Percent Met RIT Score Norm by Student Group Reports

**Strategy 1:** We will perform student data conferences, progress monitoring, and data tracking RIT in order to meet instructional needs focused at exceeding project growth targets for each individual student.

**Strategy's Expected Result/Impact:** Student data monitoring folders or binders are shared with students, parents, and teaching teams daily, weekly, and/or monthly during PLC sessions and data meetings. This will cover BOY-MOY and EOY.

**Staff Responsible for Monitoring:** All MAP/NWEA teachers per content, Data Analyst, and admin along with Instructional Coaches

**Title I:**

2.4, 2.5, 4.2





**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Student Learning 2 - School Processes & Programs 2



Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Outcome Goal: Math PD every six weeks on campus for Math Content and Inclusive Teachers Data Tracking meetings and review of MTSS/ accelerated instruction w/ teachers and instructional teams during FAC meetings/ instructional meetings Data tracking /student binders are available and observed during walkthroughs Students can articulate their data needs and goals. <b>Intended Audience:</b> Kinder-5th Grade ELL/ED/EB and at-risk populations in mathematics <b>Provider / Presenter / Person Responsible:</b> Instructional Teams, Admin, Lead Teachers, All content teachers, Inclusive Teachers, SPED/Inclusion and admin <b>Date(s) / Timeframe:</b> Implementation Dates: June 2023- May 2024 <b>Collaborating Departments:</b> Mathematics/Science Departments/ Instructional Coaching (leading and Learning) Region 11 <b>Delivery Method:</b> Face to Face  <b>Funding Sources:</b> Materials to support at risk families and parents along with instructional supplies - BEA (199 PIC 25) - 199-61-6399-001-151-25-313-000000 - \$1,261, Instructional Materials for classroom use and supplies- at risk populations - Title I (211) - 211-11-6399-04E-151-30-510-000000-24F10 - \$1,200	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## School Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> 2023STAAR grade level competency criteria for all subjects were only fulfilled by - % of economically disadvantaged students and - % of all subgroups, compared to - % of students statewide. <b>Root Cause:</b> Instructional staff required more concentrated professional development to target concepts to enhance competency that challenges student outcomes and differentiate teaching delivery.
School Processes & Programs
<b>Problem Statement 2:</b> While lower grades academic/behavioral sessions lacked consistent data review focusing on closing gaps in reading and math using district-approved and aligned resources, MTSS meetings purposefully concentrated more on students in grades 3-5. <b>Root Cause:</b> Committees emphasized the significance of HB4545 compliance and scheduled sessions for lower grades did not consistently have scheduled time for evaluating data collectively to plan for intervention.

**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 62% to 73% by May 2024.

Increase the percentage of ED/ LEP students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 42% to 63% by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** STAAR Performance Reports 3-8 sub groups/ ALL students

**Strategy 1:** Assist all K-5th-grade teachers internalize AMPLIFY lessons and supplementary materials in order to meet proficiency targets, we will practice standard-based and aligned PLC instructional planning on a weekly basis.

**Strategy's Expected Result/Impact:** Teachers in grades K-5 will talk about and implement standard-based, standards-aligned planning to provide rigorous instruction in the classroom. The effectiveness of this will be evaluated through walkthroughs, student work outcomes, and classwork.

**Staff Responsible for Monitoring:** Administration/Instructional Coach and instructional rounds observations.





**Title I:**

2.4, 2.5, 2.6, 4.1

**- 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

**Problem Statements:** Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> 3-5 Literacy Scope and Sequence Planning timelines for units and focus strategies allocated and shared with teachers. Timelines to accomplish instructional goals and planning PLC via Unit length and focus strategies Student Products/ Outcomes artifacts- Data collection samples and progress monitoring data <b>Intended Audience:</b> ED/ELL and at-risk populations in K-5 along with GT Populations <b>Provider / Presenter / Person Responsible:</b> AMPLIFY Coach/ Instructional Coach/ Admin/ Lead Teachers/ Instructional Rounds committees <b>Date(s) / Timeframe:</b> Implementation Dates: September- May 2024 <b>Collaborating Departments:</b> Literacy Dept/ Leading and Learning <b>Delivery Method:</b> Face to Face  <b>Funding Sources:</b> instructional and classroom supplies - - BEA (199 PIC 25) - 199-11-6329-001-151-25-313-000000 - \$500, Instructional supplies - Title I (211) - 211-11-6399-04E-151-30-510-000000-24F10 - \$1,200, Instructional supplies - Title I (211) - 211-11-6112-0PD-151-30-510-000000-24F10 - \$716	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Subgroups of LEP/EB students and AA subgroup student populations continue to struggle with reading proficiency in fundamental skills. <b>Root Cause:</b> Students in upper grades struggle. Since the introduction of AMPLIFY in the 2021 academic year, students have not been exposed to concept proficiency in the early learning years.
Perceptions
<b>Problem Statement 1:</b> The closing the gaps performance category has been impacted by the student mobility rate, which has increased by more than 54% on our campus in the past year. <b>Root Cause:</b> Students from nearby district schools are migrating into the pyramid as a result of municipal boundary redesigns, as well as an inflow of equal-opportunity housing and a growing community filled with entrepreneurial enterprises.

**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 3-5 grade students scoring at MEETS or above on STAAR Math from 65% to 75% by May 2024.

Increase the percentage of Economically Disadvantaged students on our campus (gender, race, program, other) from % to % by May 2024.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** STAAR 3-8 Student Performance Reports

**Strategy 1:** At every PLC, we will use the Eureka math curriculum to develop lessons and activities that are defined by standards when determining student performance goals, focus activities, and assessments.

**Strategy's Expected Result/Impact:** Teachers will implement lessons during core instruction with students and in front of content peers. Walkthroughs will reflect curriculum and planning alignment.

**Staff Responsible for Monitoring:** PLC leader, content teachers, and admin

**Title I:**

2.4, 2.5, 2.6





- **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

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Student Learning 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Vertical math teams during PLC on a weekly basis Scope and Sequence model for campus PLC defined by unit, planning allocations, focus strategies, and unit focus PLC - instructional rounds observations Data Discussion and student outcome artifacts <b>Intended Audience:</b> 3-5 Content Math teachers, all populations/students <b>Provider / Presenter / Person Responsible:</b> PLC teacher leader, admin, instructional coach, and core content teachers/ EUREKA/ Dreambox FWISD Coach <b>Date(s) / Timeframe:</b> implementation Date September- May 2024 <b>Collaborating Departments:</b> EUREKA Coach, Math/Science Dept. <b>Delivery Method:</b> face-to-face or occasional virtual sessions  <b>Funding Sources:</b> Supplies that impact student performance and planning - Title I (211) - 211-11-6399-04E-151-30-510-000000-24F10 - \$1,100	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

## School Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> 2023STAAR grade level competency criteria for all subjects were only fulfilled by - % of economically disadvantaged students and - % of all subgroups, compared to - % of students statewide. <b>Root Cause:</b> Instructional staff required more concentrated professional development to target concepts to enhance competency that challenges student outcomes and differentiate teaching delivery.
School Processes & Programs
<b>Problem Statement 2:</b> While lower grades academic/behavioral sessions lacked consistent data review focusing on closing gaps in reading and math using district-approved and aligned resources, MTSS meetings purposefully concentrated more on students in grades 3-5. <b>Root Cause:</b> Committees emphasized the significance of HB4545 compliance and scheduled sessions for lower grades did not consistently have scheduled time for evaluating data collectively to plan for intervention.

**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 22% to 15% by May 2024.

**High Priority**

**Evaluation Data Sources:** FOCUS Reports/ Attendance Recovery Reports

**Strategy 1:** We will check student attendance with our attendance clerk/FES on a weekly basis to meet family needs, give assistance, and connect families with resources to ensure attendance rates are constantly ascent.

**Strategy's Expected Result/Impact:** Parents submit excused absences, and families are frequently reminded of their responsibility for ensuring that everything is recorded. Parents are educated and opt for sending their children to school rather than remain at home for reasons that can be avoided and serviced at the campus level. Student success and academic and social needs will be impacted by increased attendance and decreased absence rates..

**Staff Responsible for Monitoring:** Attendance committees, admin, teachers, attendance clerk and Family Engagement Specialists

**Title I:**

4.1, 4.2

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> FES workshops for parents All Pro Dad's Meetings and Chapter Literacy initiatives Attendance Meetings with instructional /social/emotional teams <b>Intended Audience:</b> All enrolled students at Natha Howell, truant students, and families <b>Provider / Presenter / Person Responsible:</b> Attendance Committee lead/Assistant Principal <b>Date(s) / Timeframe:</b> Implemented Dates: August 2023-May 2024 <b>Collaborating Departments:</b> Student Success Initiatives, Parent Partnerships <b>Delivery Method:</b> face to face and or virtual  <b>Funding Sources:</b> Fort Worth Science and History Museum Night - Parent Engagement - 211-61-6299-04L-151-30-510-000000-24F10 - \$750, Supplies - Title I (211) - 211-61-6129-04L-151-30-510-000000-24F10 - \$750, Supplies for upcoming events to support parent involvement or snacks - Parent Engagement - 211-61-6399-04L-151-30-510-000000-24F10 - \$800	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> The closing the gaps performance category has been impacted by the student mobility rate, which has increased by more than 54% on our campus in the past year. <b>Root Cause:</b> Students from nearby district schools are migrating into the pyramid as a result of municipal boundary redesigns, as well as an inflow of equal-opportunity housing and a growing community filled with entrepreneurial enterprises.

**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 22% to 10% 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 22% to 10% by May 2024.

**High Priority**

**Evaluation Data Sources:** Disciplinary Reports per six weeks

**Strategy 1:** More restorative and relationship-building professional development will be incorporated, assisting teachers in adopting a new mentality when dealing with children's behavioral challenges. Teachers will receive professional development that offers insight into the requirements of at-risk students and the significance of establishing a disciplined and nurturing atmosphere that encourages high standards and accepts students' voices and social demands.

**Strategy's Expected Result/Impact:** More restorative and relationship-building professional development will be incorporated, assisting teachers in adopting a new mentality when dealing with children's behavioral challenges. Teachers will receive professional development that offers insight into the requirements of at-risk students and the significance of establishing a disciplined and nurturing atmosphere that encourages high standards and accepts students' voices and social demands.

**Staff Responsible for Monitoring:** Equity learning and leading, student support services, and restorative coaches/LSSP, counselor and MHMR Navigator

**Title I:**

2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Social-emotional education for populations of ELL/AA learners and at-risk students Success for all PD in our school community and what this looks like in terms of cultural and equity training <b>Intended Audience:</b> PK- 5th grade students along with instructional staff and assistants <b>Provider / Presenter / Person Responsible:</b> Restorative Coaches/ Equity Coaches/ Assistant Principal <b>Date(s) / Timeframe:</b> Implementation Dates October- May 2024 <b>Collaborating Departments:</b> Student Success Initiatives <b>Delivery Method:</b> Face to Face/ FAC training				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**School Performance Objective 2 Problem Statements:**



### School Processes & Programs

**Problem Statement 2:** While lower grades academic/behavioral sessions lacked consistent data review focusing on closing gaps in reading and math using district-approved and aligned resources, MTSS meetings purposefully concentrated more on students in grades 3-5. **Root Cause:** Committees emphasized the significance of HB4545 compliance and scheduled sessions for lower grades did not consistently have scheduled time for evaluating data collectively to plan for intervention.

**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 ED/ LEP students or the student group that is most marginalized on our campus (gender, race, program, other) from 13% to 10% by May 2024.

**High Priority**

**Evaluation Data Sources:** Disciplinary Reports/ FOCUS

**Strategy 1:** More restorative and relationship-building professional development will be incorporated, assisting teachers in adopting a new mentality when dealing with children's behavioral challenges. Teachers will receive professional development that offers insight into the requirements of at-risk students and the significance of establishing a disciplined and nurturing atmosphere that encourages high standards and accepts students' voices and social demands.

**Strategy's Expected Result/Impact:** More restorative and relationship-building professional development will be incorporated, assisting teachers in adopting a new mentality when dealing with children's behavioral challenges. Teachers will receive professional development that offers insight into the requirements of at-risk students and the significance of establishing a disciplined and nurturing atmosphere that encourages high standards and accepts students' voices and social demands.

**Staff Responsible for Monitoring:** Equity learning and leading, student support services and restorative coaches/LSSP

**Title I:**

2.5, 4.1, 4.2

- **TEA Priorities:**





Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

- **Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Demographics 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Social-emotional education for populations of ELL/AA learners and at-risk students Success for all PD in our school community and what this looks like in terms of cultural and equity training <b>Intended Audience:</b> PK- 5th grade students along with instructional staff and assistants <b>Provider / Presenter / Person Responsible:</b> Restorative Coaches/ Equity Coaches/ Assistant Principal/ Counselor and MHMR Navigator <b>Date(s) / Timeframe:</b> Implementation Dates October- May 2024 <b>Collaborating Departments:</b> Student Success Initiatives <b>Delivery Method:</b> Face to Face/ FAC training		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Subgroups of LEP/EB students and AA subgroup student populations continue to struggle with reading proficiency in fundamental skills. <b>Root Cause:</b> Students in upper grades struggle. Since the introduction of AMPLIFY in the 2021 academic year, students have not been exposed to concept proficiency in the early learning years.

**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 35% to 75% by May 2024.

**High Priority**

**Evaluation Data Sources:** Parent Surveys, Workshop products

**Strategy 1:** In addition to campus events that are accessible to the whole school community, we will offer monthly parent meetings and focused seminars to promote parental involvement and provide parents the chance to see student learning. These will be promoted on Blackboard, on social media, and in campus family newsletters.

**Strategy's Expected Result/Impact:** Volunteers and more parental participation to promote campus standards. events that are organized by teacher and parent groups.

**Staff Responsible for Monitoring:** Family Engagement Specialist

**Title I:**





4.1, 4.2

- **TEA Priorities:**

Improve low-performing schools

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Student Learning 2 - School Processes & Programs 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Parent Workshops <b>Intended Audience:</b> School Community: Parents, students, Instructional Staff, Teachers, and stakeholders <b>Provider / Presenter / Person Responsible:</b> Family Engagement Specialist, Counselor, and MHMR Navigator <b>Date(s) / Timeframe:</b> Implementation Dates October- May 2024 <b>Collaborating Departments:</b> Parent Partnerships <b>Delivery Method:</b> Face to Face Virtual Newsletters After School Events  <b>Funding Sources:</b> - Title I (211) - 211-61-6329-04L-151-30-510-000000-24F10 - \$732.71, - Parent Engagement - 211-61-6329-04L-151-30-510-000000-24F10 - \$466, - Gifted & Talented (199 PIC 21) - - \$302		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

## School Performance Objective 4 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> 2023STAAR grade level competency criteria for all subjects were only fulfilled by - % of economically disadvantaged students and - % of all subgroups, compared to - % of students statewide. <b>Root Cause:</b> Instructional staff required more concentrated professional development to target concepts to enhance competency that challenges student outcomes and differentiate teaching delivery.
School Processes & Programs
<b>Problem Statement 2:</b> While lower grades academic/behavioral sessions lacked consistent data review focusing on closing gaps in reading and math using district-approved and aligned resources, MTSS meetings purposefully concentrated more on students in grades 3-5. <b>Root Cause:</b> Committees emphasized the significance of HB4545 compliance and scheduled sessions for lower grades did not consistently have scheduled time for evaluating data collectively to plan for intervention.

# State Compensatory

## Budget for 151 Natha Howell Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 22**

**Brief Description of SCE Services and/or Programs**

--

## Personnel for 151 Natha Howell Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abraham Campos	3rd Grade Math/Sci Content Teacher	1
Ariadne Lopez	5th Grade Literacy/Sci Conent Teacher	1
Barbar Alexander	SEAS Inclusion Teacher	1
Carmen Guerrero	3rd Grade Literacy/Soc Conent Teacher- B	1
Delia Hernandez	4th Grade Literacy/Soc Content Teacher	1
Graciela Blanco-Davis	1st Grade Inclusive Teacher- Bilingual	1
Guadalupe Salas	Pre-Kinder Inclusive Teacher -Biligual	1
Isamar Reyna	4th Grade Math/Sci Content Teacher	1
Joanna Oquendo	Kinder Inclusive Teacher- Bilingual	1
Judith De la Torre	1st Grade Inclusive Teacher- Bilingual	1
Jylyn Hall	SEAS Teacher Assistant III	1
Laura Guadamuz	Kinder Inclusive Teacher- Bilingual	1
Martha Pozos	Inclusive Teacher Assistant- Bilingual	1
Rebecca Macias	2nd Grade Inclusive Teacher- Bilingual	1
Rebekah Rumery	1st Grade Inclusive Teacher- ES:	1
Regina Smith	Inclusive Teacher Assistant ESL	1
Sandra Preciado	2nd Grade Inclusive Teacher- Bilingual	1
Sonya Bowen	Pre-K Inclusive Teacher	1
Stacy Downs	SEAS Inclusion Teacher	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Tina Jauregui	5th Grade Math/Sci Content Teacher	1
Tracy Ball	2nd Grade Inclusive Teacher- ESL	1
Tracy Ball	Kinder Inclusive Teacher- ESL	1

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	Substitutes to cover classes and professional development supplies/instructional supplies for students	Subs for professional development	211-11-6112-0PD-151-30-510-000000-24F10	\$1,000.00
1	2	1	1	Salary	Data Analyst	211-13-6119-04E-151-30-510-000000-24F10	\$84,946.00
1	3	1	2	Library Books	Reading materials for library use	211-12-6329-04E-151-30-510-000000-24F10	\$2,800.00
2	1	1	1	instructional supplies for classroom	Tutors with degree or certified	211-11-6117-04E-151-30-510-000000-24F10	\$500.00
2	2	1	1	Instructional Materials for classroom use and supplies- at risk populations	Supplies and materials for instructional use	211-11-6399-04E-151-30-510-000000-24F10	\$1,200.00
3	1	1	1	Instructional supplies	Supplies and materials for instructional use	211-11-6399-04E-151-30-510-000000-24F10	\$1,200.00
3	1	1	1	Instructional supplies	Subs for professional development	211-11-6112-0PD-151-30-510-000000-24F10	\$716.00
3	2	1	1	Supplies that impact student performance and planning	Supplies and materials for instructional use	211-11-6399-04E-151-30-510-000000-24F10	\$1,100.00
4	1	1	1	Supplies	Family Engagement Specialist	211-61-6129-04L-151-30-510-000000-24F10	\$750.00
4	4	1	1		Take home books for parental engagement	211-61-6329-04L-151-30-510-000000-24F10	\$732.71
Sub-Total							\$94,944.71
Budgeted Fund Source Amount							\$94,944.71
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1		Supplies and materials for instructional use	199-11-6399-001-151-24-313-000000-	\$184.00



SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Tutors for after school, supplies	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-151-24-313-000000-	\$4,984.00
<b>Sub-Total</b>							\$5,168.00
<b>Budgeted Fund Source Amount</b>							\$5,168.00
<b>+/- Difference</b>							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Supplies for upcoming events to support parent involvement or snacks	Supplies and materials for parental involvement	211-61-6399-04L-151-30-510-000000-24F10	\$800.00
4	1	1	1	Fort Worth Science and History Museum Night	Family Science Night	211-61-6299-04L-151-30-510-000000-24F10	\$750.00
4	4	1	1		Other Reading Materials for parental involvement	211-61-6329-04L-151-30-510-000000-24F10	\$466.00
<b>Sub-Total</b>							\$2,016.00
<b>Budgeted Fund Source Amount</b>							\$2,016.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1	Supplies for meetings, folders, sheet covers, paper, pens, pencils	Supplies and materials - parent/community	199-61-6399-001-151-25-313-000000	\$500.00
2	2	1	1	Materials to support at risk families and parents along with instructional supplies	Supplies and materials - parent/community	199-61-6399-001-151-25-313-000000	\$1,261.00
3	1	1	1	instructional and classroom supplies -	Reading materials - instruction	199-11-6329-001-151-25-313-000000	\$500.00
<b>Sub-Total</b>							\$2,261.00
<b>Budgeted Fund Source Amount</b>							\$2,261.00
<b>+/- Difference</b>							\$0.00

Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1		GENERAL SUPPLIES		\$302.00
Sub-Total							\$302.00
Budgeted Fund Source Amount							\$302.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		INSTRUCTIONAL MATERIALS		\$1,624.00
Sub-Total							\$1,624.00
Budgeted Fund Source Amount							\$1,624.00
+/- Difference							\$0.00
Grand Total Budgeted							\$106,315.71
Grand Total Spent							\$106,315.71
+/- Difference							\$0.00

# Addendums



## **2023-2024 Title 1 Compact Natha Howell Elementary**

### **TITLE I COMPACT**

Natha Howell Elementary School is identified as a Title I school as part of Every Student Succeeds Act (ESSA). Title I is a federal program designed to support state and local school reform efforts tied to the challenging State academic standards to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support family engagement.

We are here to support the ongoing communication between our children, families, and teachers. This is a sincere and persistent dedication to self-discipline, the requirements of the class, homework, tutoring, and reading. Every day, students are required to provide their best effort. Teachers are accountable for maintaining high standards and providing high-quality instruction. Parents are called upon to maintain a strong and healthy routine regarding their children to promote academic and social-emotional growth. Administration is obligated to support teachers' and students' needs and accomplishments. To get further assistance, kindly get in touch with your child's teacher, administration, or counselor. Expect a call from your child's teacher if support networks are needed or if there are any issues.

We look forward to this relationship with you.

### **Required school-Parent Compact Provisions Title I**

#### **Parent Responsibilities**

As, parents, will support our children's learning in the following ways:

- Ensure students arrive to school on time to be successful in learning
- Monitor attendance and submit absent excuses to the attendance clerk
- Attend conferences and parent meetings.
- Maintain open communication with special needs and or learning trends with your child's teacher and campus principal.
- Assure homework is completed daily.
- Your child reads daily for 20 minutes.
- Ensure my child's hygiene is taken care of and established.
- Monitoring my child's nutritional diet.
- Assuring all medical needs are met for my child and shared with the campus nurse.

- Requesting support for materials and resources from the campus when resources are not available
- Working to model collaboration with teachers, administration, and learning teams.
- Maintaining communication with your child's teacher
- Updating all contact information and or court decisions with the front office.
- Review the student code of conduct with your child and reinforce at home our R.O.A.R. mission for character.
- Volunteering with events, on policy advisory groups, such as the Title I, Part A parent representative on the school's School Improvement Team, the Title I policy committees, and or SBDM committees.
- Review the parent portal weekly for grades.
- Read and check emails for school news and events.

### **Student Responsibilities**

- Let my teacher and family know if I need help.
- Raise my hand to ask questions during class, after class or before class.
- Complete 5 Dream box lessons with proficiency and 5 lexia lessons per week including the 60-minute time allocated.
- 3-5 grade students will know their MAP/NWEA and STAAR levels to ensure they are making sufficient growth. Students will track their progress.
- Be on time, pay attention to instruction, and always do their personal best.
- Take the Wildcat Pledge of R.O.A.R: Respect, Ownership, Attitude, and Responsibility a mantra for their school campus and culture.
- Write down assignments, do their homework every day, and turn it in when it's done.
- Show their work and thinking on a daily basis in class and with homework.
- Give all school notices to their parents to read.
- Participate in support programs at school or through the district.
- Work on my academic skills at home, using the materials my teacher sends home.

### **Teacher Responsibilities**

- Utilize the CEIP to lead instructional goals in the classroom
- Acknowledge and seek Professional learning directly aligned with learning goals for campus
- Create a partnership with families of students to support academics.
- Make sure students understand the purpose/goal of lessons and assignments with purpose and impact. Provide explicit support such as lesson plans, rubrics and clear expectations of outcomes with modeled support through state standards.
- Provide encouragement and purposeful feedback to students such as goal setting and learning conferences to build self-direction and overall achievement.
- Monitor student progress in core academic subjects and make revisions for success by measuring progress via the campus level up tracker.
- Conduct after school tutoring for their students if progress is not met.
- Plan and deliver grade level tier 1 instruction.
- Take the Wildcat Pledge R.O.A.R- Respect, Ownership, Attitude, and Responsibility.

- Communicate efficiently with parents and conduct parent conferences when students are failing or working below their proficiency level.
- Send home graded work to share with parents
- Share and send home progress reports with testing, to include: District Assessments, summative, classroom work, projects, and computer-based content programs-
- Use the district blackboard to send home academic reports and data outcomes.
- Attend Professional Development that will impact instruction and student success factors. Apply strategies gained in the classroom.
- Model daily classroom expectations and utilize AMPLIFY/EUREKA /STEMSCOPES curricula including differentiation of delivery to meet the needs of all students.
- Conduct interventions to close achievement gaps during the allocated block time- outside of core instruction.

#### **Administrative Responsibilities**

- Create a partnership with the families, staff, and community stakeholders.
- Support and enhance teaching efficacy in the classroom via classroom visits and coaching feedback to improve student learning.
- Monitor teaching progress in core academic subjects and support success.
- Monitor student progress levels to ensure there is academic growth
- Provide- time to plan and review expectations with teachers to assure instruction, operations, and campus goals are being met.
- Review grades and student work consistently with policy.
- Provide feedback to the campus and parents.
- Follow-Up and support all campus stakeholders.
- Conduct observational tours to measure academics and operations of the campus
- Provide quality PD that will support and develop core instruction and Response to interventions.
- Take the Wildcat Pledge R.O.A.R- Respect, Ownership, Attitude, and Responsibility.
- Contact parents to report student success and discuss concerns.
- Attend Professional Development that will impact instruction and student progress
- Debrief with staff and school community regarding support systems and TEA updates to ensure the campus is within compliance and district mandates.
- Debrief with parents and community stakeholders to ensure students' needs are met.
- Support teaching staff and faculty in their professional plans and growth.

Parent/Student Signature



## 2023-2024 Título 1 Compacto Natha Howell Elementary

### TÍTULO I COMPACTO

La Escuela Primaria Natha Howell está identificada como una escuela de Título I como parte de la Ley Cada Estudiante Triunfa (ESSA). El Título I es un programa federal diseñado para apoyar los esfuerzos de reforma escolar estatal y local vinculados a los desafiantes estándares académicos estatales para mejorar la enseñanza y el aprendizaje de los estudiantes. Los programas de Título I deben basarse en medios eficaces para mejorar el rendimiento estudiantil e incluir estrategias para apoyar la participación familiar.

Estamos aquí para apoyar la comunicación continua entre nuestros niños, familias y maestros. Esta es una dedicación sincera y persistente a la autodisciplina, los requisitos de la clase, las tareas, la tutoría y la lectura. Todos los días, los estudiantes deben hacer su mejor esfuerzo. Los maestros son responsables de mantener altos estándares y brindar instrucción de alta calidad. Se llama a los padres a mantener una rutina sólida y saludable con respecto a sus hijos para promover el crecimiento académico y socioemocional. La administración está obligada a apoyar las necesidades y logros de los maestros y estudiantes. Para obtener más ayuda, póngase en contacto con el maestro, la administración o el consejero de su hijo. Espere una llamada del maestro de su hijo si se necesitan redes de apoyo o si hay algún problema.

Esperamos con ansias esta relación con usted.

Disposiciones requeridas del Convenio entre la escuela y los padres Título I

Responsabilidades de los padres

Como padres, apoyaremos el aprendizaje de nuestros hijos de las siguientes maneras:

- Garantizar que los estudiantes lleguen a la escuela a tiempo para tener éxito en el aprendizaje.
- Supervisar la asistencia y presentar excusas de ausencia al secretario de asistencia.
- Asistir a conferencias y reuniones de padres.
- Mantenga una comunicación abierta con necesidades especiales o tendencias de aprendizaje con el maestro de su hijo y el director del campus.
- Asegurarse de que la tarea se complete diariamente.
- Su hijo lee diariamente durante 20 minutos.

- Garantizar que se cuide y establezca la higiene de mi hijo.
- Monitorear la dieta nutricional de mi hijo.
- Asegurar que todas las necesidades médicas de mi hijo sean satisfechas y compartidas con la enfermera del campus.
- Solicitar apoyo para materiales y recursos del campus cuando los recursos no están disponibles
- Trabajar para modelar la colaboración con maestros, administración y equipos de aprendizaje.
- Mantener la comunicación con el maestro de su hijo.
- Actualizar toda la información de contacto y/o decisiones judiciales con la oficina principal.
- Revise el código de conducta estudiantil con su hijo y refuerce en casa nuestro R.O.A.R. misión para el personaje.
- Ser voluntario en eventos, en grupos asesores de políticas, como el Título I, Parte A, representante de padres en el Equipo de Mejoramiento Escolar de la escuela, los comités de políticas Tile I o los comités SBDM.
- Revise el portal para padres semanalmente para conocer las calificaciones.
- Leer y consultar correos electrónicos para noticias y eventos escolares.

### **Responsabilidades del estudiante**

- Informar a mi maestro y a mi familia si necesito ayuda.
- Levanto la mano para hacer preguntas durante la clase, después de la clase o antes de la clase.
- Completar 5 lecciones de Dream Box con competencia y 5 lecciones de Lexia por semana, incluido el tiempo asignado de 60 minutos.
- Los estudiantes de 3.º a 5.º grado conocerán sus niveles MAP/NWEA y STAAR para garantizar que estén logrando un crecimiento suficiente. Los estudiantes seguirán su progreso.
- Sea puntual, preste atención a las instrucciones y siempre haga lo mejor que pueda.
- Adoptar el compromiso salvaje de R.O.A.R: respeto, propiedad, actitud y responsabilidad como mantra para el campus y la cultura de su escuela.
- Anotar las tareas, hacer la tarea todos los días y entregarla cuando esté terminada.
- Mostrar su trabajo y pensamiento diariamente en clase y con los deberes.
- Entregar todos los avisos escolares a sus padres para que los lean.
- Participar en programas de apoyo en la escuela o a través del distrito.
- Trabajar en mis habilidades académicas en casa, utilizando los materiales que mi maestro envía a casa.

### **Responsabilidades del maestro**

- Utilizar el CEIP para liderar los objetivos de instrucción en el aula.
- Reconocer y buscar un aprendizaje profesional directamente alineado con los objetivos de aprendizaje del campus.
- Crear una asociación con las familias de los estudiantes para apoyar lo académico.
- Asegúrese de que los estudiantes comprendan el propósito/meta de las lecciones y tareas con propósito e impacto. Brindar apoyo explícito, como planes de lecciones, rúbricas y expectativas claras de resultados con apoyo modelado a través de estándares estatales.
- Proporcionar estímulo y retroalimentación útil a los estudiantes, como establecimiento de metas y conferencias de aprendizaje para desarrollar la autodirección y el logro general.
- Monitorear el progreso de los estudiantes en materias académicas básicas y hacer revisiones para



lograr el éxito midiendo el progreso a través del rastreador de niveles del campus.

- Llevar a cabo tutorías después de la escuela para sus estudiantes si no se logra el progreso.
- Planificar e impartir instrucción de nivel 1 a nivel de grado.
- Adopte el compromiso Wildcat R.O.A.R: Respeto, Propiedad, Actitud y Responsabilidad.
- Comunicarse eficientemente con los padres y realizar conferencias con los padres cuando los estudiantes estén reprobando o trabajando por debajo de su nivel de competencia.
- Enviar trabajo calificado a casa para compartir con los padres
- Compartir y enviar a casa informes de progreso con pruebas, que incluyan: evaluaciones del distrito, sumativas, trabajo en el aula, proyectos y programas de contenido basados en computadora.
- Usar el pizarrón del distrito para enviar a casa informes académicos y resultados de datos.
- Asistir a desarrollo profesional que impactará la instrucción y los factores de éxito estudiantil. Aplicar estrategias adquiridas en el aula.
- Modelar las expectativas diarias del aula y utilizar los planes de estudio AMPLIFY/EUREKA/STEMSCOPES, incluida la diferenciación de la entrega para satisfacer las necesidades de todos los estudiantes.
- Llevar a cabo intervenciones para cerrar las brechas de rendimiento durante el bloque de tiempo asignado, fuera de la instrucción básica.

#### **Responsabilidades Administrativas**

- Crear una asociación con las familias, el personal y las partes interesadas de la comunidad.
- Apoyar y mejorar la eficacia de la enseñanza en el aula mediante visitas al aula y comentarios de entrenamiento para mejorar el aprendizaje de los estudiantes.
- Monitorear el progreso de la enseñanza en materias académicas básicas y apoyar el éxito.
- Monitorear los niveles de progreso de los estudiantes para garantizar que haya crecimiento académico.
- Proporcionar tiempo para planificar y revisar las expectativas con los maestros para garantizar que se cumplan la instrucción, las operaciones y las metas del campus.
- Revisar las calificaciones y el trabajo de los estudiantes de manera consistente con la política.
- Proporcionar comentarios al campus y a los padres.
- Dar seguimiento y apoyo a todas las partes interesadas del campus.
- Realizar recorridos de observación para medir lo académico y las operaciones del campus.
- Proporcionar desarrollo profesional de calidad que apoye y desarrolle la instrucción básica y la respuesta a las intervenciones.
- Adopte el compromiso Wildcat R.O.A.R: respeto, propiedad, actitud y responsabilidad.
- Contactar a los padres para informar el éxito de los estudiantes y discutir inquietudes.
- Asistir a desarrollo profesional que impactará la instrucción y el progreso estudiantil
- Informar al personal y a la comunidad escolar sobre los sistemas de apoyo y las actualizaciones de la TEA para garantizar que el campus cumpla con los mandatos del distrito.
- Informar a los padres y partes interesadas de la comunidad para garantizar que se satisfagan las necesidades de los estudiantes.
- Apoyar al personal docente y docente en sus planes y crecimiento profesional.

Firma del padre/estudiante