

**Fort Worth Independent School District  
149 North Hi Mount Elementary School  
2024-2025 Campus Improvement Plan**



# Mission Statement

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

## Vision

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

## Value Statement

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

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

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# Comprehensive Needs Assessment

Revised/Approved: April 26, 2024

## Demographics

### Demographics Summary

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

North Hi Mount is an 88 year old, PK - 5th grade Title I campus in FWISD. It is also very diverse in population. The racial/ethnicity makeup of our campus is as follows:

- \* Hispanic - 57%
- \* African American: 12%
- \* White 26%
- \* Two or more races 5%

North Hi Mjount's student groups include:

Special Education 14%,

Gifted & Talented 15%

Bilingual and English Language Learning Program 14%

At Risk 56%

There are many transfer students who live in FWISD, but transfer into North Hi Mount. These families must drop off and pick up students. We have an after school program that 15% of students attend. This year our enrollment is 347 students.

Our ADA is 95% This is to be celebrated! Our students love school!

Our office referrals have decreased. We have had 5 suspensions this year. Emphasis is placed on restorative practices. The whole campus has been trained in RP. We have worked with our CIC and counselor to implement a strategic MTSS system. The teachers use Branching Minds to document behaviors, academic needs and interventions.

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

We have increased volunteers of parents, Arlington Heights High School, Arlington Heights United Methodist Church, local businesses, and community members in our area. Our PTA continues to be a power house of support for all students.

### **Demographics Strengths**

Mobility of North Hi Mount students is less than 11%. This is less than the rest of the district. We have many families that choose to transfer into NHM and are willing to wait on the Wait List due to our student performance and high family engagement. Our Economically Disadvantage population is around 56% for the last five years.

Interim test performance for grades 3,4, and 5 are leading the Heights Pyramid in growth. Strength remains in 2nd and 3rd grade MAP Growth performance. We also continue to growth in MAP Math across all grade levels.

We have increased the number of faculty members who have been CPI trained to eleven.

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

**Problem Statement 1 (Prioritized):** From BOY to MOY only 27% of African American Students met projected growth on MAP Reading. **Root Cause:** Need to implement more breaks, engagement strategies from the Lead4 ward play book and increase tutoring time. Students were not aware of what their magic number is and what areas they need to grow.

**Problem Statement 2 (Prioritized):** From BOY to MOY only 38% of SPED students met projected growth goal on MAP Reading **Root Cause:** We have many SPED students in currently be serviced through the resource model instead of inclusion.

# Student Learning

## Student Learning Summary

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

The MAP data comparison between 2020-21 and 2021-22 school years in mathematics by grade-level by average percentile: 2020-21 will be listed first and then 2021-22 will be listed second. For first grade 60% to \_\_66%\_\_, Second grade - 19% to \_\_33%\_\_, Third grade - 70% to \_\_44%\_\_, Fourth Grade - 59% to \_\_55%\_\_, and fifth grade 80% to 33%\_\_

The MAP data comparison between 2020-21 and 2021-22 school years in Reading by grade-level by average percentile: 2020-21 will be listed first and then 2021-22 will be listed second. For first grade 60% to \_\_70%\_\_, Second grade - 19% to \_\_27%\_\_, Third grade - 70% to \_\_61%\_\_, Fourth Grade - 59% to \_\_72%\_\_, and fifth grade 80% to \_\_55%\_\_

## Student Learning Strengths

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

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** At North Hi Mount our middle of year MAP Reading - 2nd grade 23% students met minimal growth at middle of the year. **Root Cause:** This year we went to a self-contained 2nd grade class with 25 students. 17 of them are boys. Lack of targeted reading support in Kinder and 1st grade.

**Problem Statement 2 (Prioritized):** At North Hi Mount our middle of year MAP Reading only 39% of our economically disadvantaged met their projected growth. **Root Cause:** Not knowing the student group, not setting goals for these students. Not scaffolding the learning.

# School Processes & Programs

## School Processes & Programs Summary

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

## School Processes & Programs Strengths

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

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

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

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

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

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** School wide procedures not set campus wide. **Root Cause:** Lack of minute by minute routines.

**Problem Statement 2:** Branching Minds Data shows hitting and emotional outbursts to be our two biggest incident types with our students. **Root Cause:** Lack of crisis prevention training and TBRI training campus wide.

# Perceptions

## Perceptions Summary

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

## Perceptions Strengths

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

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** North Hi Mount has a perception of a high achieving campus our MAP data shows low growth. **Root Cause:** Tier one instruction is not TEKS focused and missing opportunities for reteach and small group.

**Problem Statement 2:** North Hi Mount has a perception of not serving all demographic groups. **Root Cause:** No reflection of biases impact on teaching practices in correlation to student performance.



# Priority Problem Statements

**Problem Statement 1:** From BOY to MOY only 27% of African American Students met projected growth on MAP Reading.

**Root Cause 1:** Need to implement more breaks, engagement strategies from the Lead4 ward play book and increase tutoring time. Students were not aware of what their magic number is and what areas they need to grow.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** At North Hi Mount our middle of year MAP Reading only 39% of our economically disadvantaged met their projected growth.

**Root Cause 2:** Not knowing the student group, not setting goals for these students. Not scaffolding the learning.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** North Hi Mount has a perception of a high achieving campus our MAP data shows low growth.

**Root Cause 3:** Tier one instruction is not TEKS focused and missing opportunities for reteach and small group.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** From BOY to MOY only 38% of SPED students met projected growth goal on MAP Reading

**Root Cause 4:** We have many SPED students in currently be serviced through the resource model instead of inclusion.

**Problem Statement 4 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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

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

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

### **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
- Equity data
- T-TESS data
- T-PESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

Revised/Approved: September 12, 2024

## Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 65% to 80% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from % to \_\_% by May 2025. (None)

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 48% to 80% by May 2025. (we used Eco Dis Data for marginalized group)

**Evaluation Data Sources:** ADQ Companion Guide for Circle

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

**Strategy's Expected Result/Impact:** Increase the number of students on track on Circle Phonological Awareness

**Staff Responsible for Monitoring:** Principal, AP and CIC

### Title I:

2.4, 2.5, 2.6





#### - TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

#### - ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Continue to build the instructional capacity of the instructional leadership team via coaching focusing on frequent classroom data collection walks, data analysis, calibration of feedback and action planning for instructional support.</p> <p><b>Intended Audience:</b> Pre K Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, AP and Coach</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Early Learning</p> <p><b>Delivery Method:</b> PLCs, Walk throughs and Learning Walks</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> From BOY to MOY only 27% of African American Students met projected growth on MAP Reading. <b>Root Cause:</b> Need to implement more breaks, engagement strategies from the Lead4 ward play book and increase tutoring time. Students were not aware of what their magic number is and what areas they need to grow.</p>

**Goal 1: Early Literacy**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

**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 59% to 80% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 25% to 80% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 41% to 80% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** ADQ CIP Companion Guide

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

**Strategy's Expected Result/Impact:** New FWISD Planning Days are used to create output of quality lessons that the objective match the exit ticket. Long term planning and vertical planning. Small group planning. Lead4ward strategies

**Staff Responsible for Monitoring:** Principal, AP and CIC

**Title I:**

2.4





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> PLCs will include at least 3 DDI focused meetings per 6 weeks where they look student work, name the gap and reteach so all student obtain mastery of the lesson objective.</p> <p><b>Intended Audience:</b> ELAR Teachers  <b>Provider / Presenter / Person Responsible:</b> Principal, AP and CIC  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> ELAR  <b>Delivery Method:</b> PLCs and Coaching meetings</p> <p><b>Funding Sources:</b> Subs for watching other master teachers - TITLE I (211) - 211-11-6112-OPD-149-30-510-000000-25F10 - \$2,555</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Teachers will incorporate supplies to execute lead 4 ward strategies</p> <p><b>Intended Audience:</b> All students  <b>Provider / Presenter / Person Responsible:</b> Teachers  <b>Date(s) / Timeframe:</b> All year long  <b>Delivery Method:</b> Classroom instruction</p> <p><b>Funding Sources:</b> Instructional Materials - BASIC (199 PIC 11) - 199-11-6321-XXX-149-11-313-000000- - \$7,000, Instructional Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-149-11-313-000000- - \$3,880</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> At North Hi Mount our middle of year MAP Reading only 39% of our economically disadvantaged met their projected growth. <b>Root Cause:</b> Not knowing the student group, not setting goals for these students. Not scaffolding the learning.</p>

**Goal 1: Early Literacy**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

**Performance Objective 3:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 45% to 80% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 60% to 80% by May 2025.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 27% to 80% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** ADQ CIP Companion Guide

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

**Strategy's Expected Result/Impact:** New FWISD Planning Days are used to create output of quality lessons that the objective match the exit ticket. Long term planning and vertical planning. Small group planning. Lead4ward strategies

**Staff Responsible for Monitoring:** Principal, AP and CIC

**Title I:**

2.4

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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



Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> PLCs will include at least 3 DDI focused meetings per 6 weeks where they look student work, name the gap and reteach so all student obtain mastery of the lesson objective.</p> <p><b>Intended Audience:</b> ELAR Teachers  <b>Provider / Presenter / Person Responsible:</b> Principal, AP and CIC  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> ELAR  <b>Delivery Method:</b> PLCs and Coaching meetings</p> <p><b>Funding Sources:</b> Subs for watching other teachers - TITLE I (211) - 211-11-6112-0PD-149-30-510-000000-25F10 - \$1,000.20</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> tutoring</p> <p><b>Intended Audience:</b> At risk readers  <b>Provider / Presenter / Person Responsible:</b> Tutor  <b>Date(s) / Timeframe:</b> Year long  <b>Collaborating Departments:</b> Talent Management  <b>Delivery Method:</b> Tutoring</p> <p><b>Funding Sources:</b> Tutor - SCE (199 PIC 24) - 199-11-6117-001-149-24-313-000000- - \$3,195</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> From BOY to MOY only 27% of African American Students met projected growth on MAP Reading. <b>Root Cause:</b> Need to implement more breaks, engagement strategies from the Lead4 ward play book and increase tutoring time. Students were not aware of what their magic number is and what areas they need to grow.</p>
<p><b>Problem Statement 2:</b> From BOY to MOY only 38% of SPED students met projected growth goal on MAP Reading <b>Root Cause:</b> We have many SPED students in currently be serviced through the resource model instead of inclusion.</p>
Student Learning
<p><b>Problem Statement 2:</b> At North Hi Mount our middle of year MAP Reading only 39% of our economically disadvantaged met their projected growth. <b>Root Cause:</b> Not knowing the student group, not setting goals for these students. Not scaffolding the learning.</p>

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from 89% to 95% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 82% to 95% by May 2025. (We used ECO Dis for our most marginalized group)

**Evaluation Data Sources:** ADQ CIP Companion Guide

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

**Strategy's Expected Result/Impact:** Increase the number of students on track on Circle Phonological Awareness

**Staff Responsible for Monitoring:** Principal, AP and CIC

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Continue to build the instructional capacity of the instructional leadership team via coaching focusing on frequent classroom data collection walks, data analysis, calibration of feedback and action planning for instructional support.</p> <p><b>Intended Audience:</b> Pre K Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, AP and Coach</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Early Learning</p> <p><b>Delivery Method:</b> PLCs, Walk throughs and Learning Walks</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** From BOY to MOY only 27% of African American Students met projected growth on MAP Reading. **Root Cause:** Need to implement more breaks, engagement strategies from the Lead4 ward play book and increase tutoring time. Students were not aware of what their magic number is and what areas they need to grow.

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

**Performance Objective 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 80% to 95% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 70% to 80% by May 2025.

**Evaluation Data Sources:** There was no applicable data.

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





**Strategy's Expected Result/Impact:** Increase in number of students on track in kinder math.

**Staff Responsible for Monitoring:** Principal, AP and CIC

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Plan for top Tier 1 instruction in kinder math during collaborative teams, implement walk throughs during math and provide feedback during coaching meetings.</p> <p><b>Intended Audience:</b> Kinder teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, CIC and AP</p> <p><b>Date(s) / Timeframe:</b> September to May</p> <p><b>Collaborating Departments:</b> Math Dept</p> <p><b>Delivery Method:</b> Walk throughs and coaching</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 2 Problem Statements:**

## Student Learning

**Problem Statement 2:** At North Hi Mount our middle of year MAP Reading only 39% of our economically disadvantaged met their projected growth. **Root Cause:** Not knowing the student group, not setting goals for these students. Not scaffolding the learning.

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

**Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 51% to 80% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 27% to 80% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** ADQ CIP Companion Guide

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

**Strategy's Expected Result/Impact:** New FWISD Planning Days are used to create output of quality lessons that the objective match the exit ticket. Long term planning and vertical planning. Small group planning. Lead4ward strategies

**Staff Responsible for Monitoring:** Principal, AP and CIC

**Title I:**

2.4





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1, 2 - Student Learning 2 - Perceptions 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> PLCs will include at least 3 DDI focused meetings per 6 weeks where they look student work, name the gap and reteach so all student obtain mastery of the lesson objective.</p> <p><b>Intended Audience:</b> ELAR Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, AP and CIC</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> ELAR</p> <p><b>Delivery Method:</b> PLCs and Coaching meetings</p> <p><b>Funding Sources:</b> Subs for watching other teachers - TITLE I (211) - 211-11-6112-0PD-149-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> From BOY to MOY only 27% of African American Students met projected growth on MAP Reading. <b>Root Cause:</b> Need to implement more breaks, engagement strategies from the Lead4 ward play book and increase tutoring time. Students were not aware of what their magic number is and what areas they need to grow.</p>
<p><b>Problem Statement 2:</b> From BOY to MOY only 38% of SPED students met projected growth goal on MAP Reading <b>Root Cause:</b> We have many SPED students in currently be serviced through the resource model instead of inclusion.</p>
Student Learning
<p><b>Problem Statement 2:</b> At North Hi Mount our middle of year MAP Reading only 39% of our economically disadvantaged met their projected growth. <b>Root Cause:</b> Not knowing the student group, not setting goals for these students. Not scaffolding the learning.</p>
Perceptions
<p><b>Problem Statement 1:</b> North Hi Mount has a perception of a high achieving campus our MAP data shows low growth. <b>Root Cause:</b> Tier one instruction is not TEKS focused and missing opportunities for reteach and small group.</p>

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

**Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 50% to 80% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to 80% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** ADQ Companion Guide for CIP

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

**Strategy's Expected Result/Impact:** PLCs and faculty meetings are used to create output of quality lessons where the objective matches the exit ticket. Long term planning and vertical planning. Small group planning. Lead4ward strategies are implemented. Emphasis on first teach.

**Staff Responsible for Monitoring:** Principal, AP, CIC

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

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

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> DDI protocol utilized during PLCs. <b>Intended Audience:</b> All teachers <b>Provider / Presenter / Person Responsible:</b> Administration, CIC <b>Date(s) / Timeframe:</b> A minimum of 1x a week per grade-level <b>Collaborating Departments:</b> CIC, Humanities, Math <b>Delivery Method:</b> In-person	Formative		Summative	
	Nov	Jan	Mar	June





No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** From BOY to MOY only 27% of African American Students met projected growth on MAP Reading. **Root Cause:** Need to implement more breaks, engagement strategies from the Lead4 ward play book and increase tutoring time. Students were not aware of what their magic number is and what areas they need to grow.

**Problem Statement 2:** From BOY to MOY only 38% of SPED students met projected growth goal on MAP Reading **Root Cause:** We have many SPED students in currently be serviced through the resource model instead of inclusion.

**Student Learning**

**Problem Statement 2:** At North Hi Mount our middle of year MAP Reading only 39% of our economically disadvantaged met their projected growth. **Root Cause:** Not knowing the student group, not setting goals for these students. Not scaffolding the learning.

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

**Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 38% to 80% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 14% to 80% by May 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** ADQ Companion Guide

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

**Strategy's Expected Result/Impact:** PLCs and faculty meetings are used to create output of quality lessons where the objective matches the exit ticket. Long term planning and vertical planning. Small group planning. Lead4ward strategies are implemented. Emphasis on first teach.

**Staff Responsible for Monitoring:** Principal, AP, CIC

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math


- **ESF Levers:**


Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Leadership utilizes strategies for coaching conversations using "Get Better Faster". Bi-Weekly leadership meetings to collaborate and calibrate using "Get Better Faster". Conducting weekly walk-throughs. <b>Intended Audience:</b> K-5 teachers <b>Provider / Presenter / Person Responsible:</b> Leadership, CIC <b>Date(s) / Timeframe:</b> Weekly <b>Collaborating Departments:</b> CIC, Humanities, Mathematics <b>Delivery Method:</b> In person	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

### Performance Objective 2 Problem Statements:

#### Demographics

**Problem Statement 1:** From BOY to MOY only 27% of African American Students met projected growth on MAP Reading. **Root Cause:** Need to implement more breaks, engagement strategies from the Lead4 ward play book and increase tutoring time. Students were not aware of what their magic number is and what areas they need to grow.

**Problem Statement 2:** From BOY to MOY only 38% of SPED students met projected growth goal on MAP Reading **Root Cause:** We have many SPED students in currently be serviced through the resource model instead of inclusion.

#### Student Learning

**Problem Statement 2:** At North Hi Mount our middle of year MAP Reading only 39% of our economically disadvantaged met their projected growth. **Root Cause:** Not knowing the student group, not setting goals for these students. Not scaffolding the learning.

**Goal 4: Learning Environment (based on the BOE constraints)**

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

**Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 14% to 7% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 35% to 10% by May 2025.

**Evaluation Data Sources:** ADQ Companion Guide

**Strategy 1:** Align and leverage programs, resources, and MTSS to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

**Strategy's Expected Result/Impact:** Students who struggle with excessive absences are referred to the student support team to develop a plan of wrap around services to include the utilization of family engagement specialist and counselor in family communication and support. A streamlined system for Student Support Referral as well as a robust and strategic communication protocol for the school and families.

**Staff Responsible for Monitoring:** Principal, AP, Counselor, Family Engagement Specialist





**Title I:**

2.6, 4.1, 4.2

- **ESF Levers:**

Lever 3: Positive School Culture

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

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Increase attendance through implementation of incentives and parental involvement</p> <p><b>Intended Audience:</b> All students</p> <p><b>Provider / Presenter / Person Responsible:</b> Leadership Team</p> <p><b>Date(s) / Timeframe:</b> All year</p> <p><b>Delivery Method:</b> presentation every six weeks to parents</p> <p><b>Funding Sources:</b> Incentives - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-149-30-510-000000-25F10 - \$1,038</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** From BOY to MOY only 27% of African American Students met projected growth on MAP Reading. **Root Cause:** Need to implement more breaks, engagement strategies from the Lead4 ward play book and increase tutoring time. Students were not aware of what their magic number is and what areas they need to grow.

**Problem Statement 2:** From BOY to MOY only 38% of SPED students met projected growth goal on MAP Reading **Root Cause:** We have many SPED students in currently be serviced through the resource model instead of inclusion.

**Student Learning**

**Problem Statement 2:** At North Hi Mount our middle of year MAP Reading only 39% of our economically disadvantaged met their projected growth. **Root Cause:** Not knowing the student group, not setting goals for these students. Not scaffolding the learning.

**Goal 4: Learning Environment** (based on the BOE constraints)

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

**Performance Objective 2:** Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 0 to 0 by May 2025.

**Evaluation Data Sources:** ADQ Companion Guide

**Strategy 1:** Align and leverage programs, resources, and MTSS to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

**Strategy's Expected Result/Impact:** Continue school implementation of restorative practices, as well as documentation in Branching Minds. Referrals to Student Support team and MTSS meetings. All staff receives CPI and TBRI training.

**Staff Responsible for Monitoring:** Principal, AP, Counselor, CIC

**Title I:**

2.4, 2.6

**- ESF Levers:**

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

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

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> TBRI Training <b>Intended Audience:</b> All teachers <b>Provider / Presenter / Person Responsible:</b> Karen Purvis Institue <b>Date(s) / Timeframe:</b> August <b>Collaborating Departments:</b> TCU <b>Delivery Method:</b> In person  <b>Funding Sources:</b> TBRI Training - UNDISTRIBUTED (199 PIC 99) - 199-13-6299-XXX-149-99-313-000000- - \$8,380	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 1:** From BOY to MOY only 27% of African American Students met projected growth on MAP Reading. **Root Cause:** Need to implement more breaks, engagement strategies from the Lead4 ward play book and increase tutoring time. Students were not aware of what their magic number is and what areas they need to grow.

### Perceptions

**Problem Statement 1:** North Hi Mount has a perception of a high achieving campus our MAP data shows low growth. **Root Cause:** Tier one instruction is not TEKS focused and missing opportunities for reteach and small group.

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Subs for watching other master teachers	Subs for professional development	211-11-6112-0PD-149-30-510-000000-25F10	\$2,555.00
1	3	1	1	Subs for watching other teachers	Subs for professional development	211-11-6112-0PD-149-30-510-000000-25F10	\$1,000.20
2	3	1	1	Subs for watching other teachers	Subs for professional development	211-11-6112-0PD-149-30-510-000000-25F10	\$1,000.00
<b>Sub-Total</b>							\$4,555.20
<b>Budgeted Fund Source Amount</b>							\$31,555.20
<b>+/- Difference</b>							\$27,000.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Incentives	Supplies and materials for parental involvement	211-61-6399-04L-149-30-510-000000-25F10	\$1,038.00
<b>Sub-Total</b>							\$1,038.00
<b>Budgeted Fund Source Amount</b>							\$1,038.00
<b>+/- Difference</b>							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	Instructional Materials	INSTRUCTION   INSTRUCTIONAL MATERIALS	199-11-6321-XXX-149-11-313-000000-	\$7,000.00
1	2	1	2	Instructional Supplies	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-149-11-313-000000-	\$3,880.00
<b>Sub-Total</b>							\$10,880.00
<b>Budgeted Fund Source Amount</b>							\$11,380.00
<b>+/- Difference</b>							\$500.00



GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
<b>Sub-Total</b>							\$0.00
<b>Budgeted Fund Source Amount</b>							\$1,210.00
<b>+/- Difference</b>							\$1,210.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
<b>Sub-Total</b>							\$0.00
<b>Budgeted Fund Source Amount</b>							\$2,888.00
<b>+/- Difference</b>							\$2,888.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Tutor	Tutors with degree or certified	199-11-6117-001-149-24-313-000000-	\$3,195.00
<b>Sub-Total</b>							\$3,195.00
<b>Budgeted Fund Source Amount</b>							\$3,195.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
<b>Sub-Total</b>							\$0.00
<b>Budgeted Fund Source Amount</b>							\$368.00
<b>+/- Difference</b>							\$368.00

**UNDISTRIBUTED (199 PIC 99)**

<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Action Step</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
4	2	1	1	TBRI Training	STAFF DEVELOPMENT   MISC CONTRACTED SERVICES	199-13-6299-XXX-149-99-313-000000-	\$8,380.00
<b>Sub-Total</b>							\$8,380.00
<b>Budgeted Fund Source Amount</b>							\$9,380.00
<b>+/- Difference</b>							\$1,000.00
<b>Grand Total Budgeted</b>							\$61,014.20
<b>Grand Total Spent</b>							\$28,048.20
<b>+/- Difference</b>							\$32,966.00

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024