

Fort Worth Independent School District

004 Diamond Hill-Jarvis High School

2023-2024 Improvement Plan

Accountability Rating: C



Mission Statement

The DH-J learning community will provide and maintain a consistent and relentless support structure to empower all students to become exemplary critical thinkers in a global setting.

Vision

Preparing all students to enter college or the workforce, equipped with the academic, social, and emotional skills required to thrive in the modern world and to contribute to society through a life-long learning journey.

Value Statement

DH-J will develop our skills in delivering Tier 1 Instruction by deepening our understanding of how lesson planning improves student outcomes through preparedness, scaffolding, differentiation, questioning, and assessment.

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Comprehensive Needs Assessment

Revised/Approved: April 11, 2023

Demographics

Demographics Summary

Diamond Hill-Jarvis High School is a school in [Fort Worth, Texas, United States](#) which serves grades 9 through 12 comprehensive high school. The school is a part of the [Fort Worth Independent School District](#). In 2006, it was placed 95th on *Newsweek* magazine's top 1200 high schools list. Diamond Hill-Jarvis High School, which opened in 1904, is one of Fort Worth's best high schools. It is nestled near the Historic Stockyard District of Fort Worth, Texas. We are a Title I campus serving a student body that is 98% low SES, 48% 96% Hispanic.

Led by principal James Garcia, the school is becoming a sports mecca. The campus athletic program includes a men's soccer team that went to state in 2021, the first team to compete in the state championship in the history of the school. Students also participate in tennis, cross country, football, golf, softball, baseball, track, powerlifting, and more.

The school logo is the EAGLE. The school colors are black and red. The school motto is "We ARE Diamond Hill." The students are encouraged daily to remember that "Excellence is not the goal, it is the Eagle standard."

Demographics Strengths

1. 29.41% of the student population enrolled in at least 1 Dual Credit OnRamps or AP course. Increased in enrollment in students taking AP, Dual Credit or OnRamps course.
2. GSPOC enrollment increased in Vet Med, Robotics, Engineering, Architecture in addition to adding more rigorous courses in the area of robotics and engineering.
3. 4 years of continuous improvement in GSPOC. 4 Year Graduation Rate at 91% vs 88% district average
4. We implemented a PTECH program.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance is an all time low. **Root Cause:** Lack of student engagement in the classroom.

Problem Statement 2 (Prioritized): Large percentage of long term EB students on our campus. **Root Cause:** Majority of campus teachers are not ESL certified.

Student Learning

Student Learning Summary

Based on the 2021-2022 School Report Card, Diamond Hill-Jarvis HS earned a C (78) for acceptable performance. This rating indicates that additional academic support to more students is needed. The Student Achievement score was 71, School Progress 82, and Closing the Gaps 70. There were no scores in 2020-2021 school year to compare.

STAAR data for all English II EOC testers shows a campus passing rate of 56% with EL students' passing rate 36%. The EL passing percentage is 15% higher than the previous year. This gap may indicate a need for more professional learning to support our EL students. Students receiving Special Education services make-up 8.8% of our enrollment. STAAR data shows a substantial gap between Special Education and General Education student groups with Special Education students passing percentages ranging from 15%-34% lower than Gen Ed students. This gap indicates a need to provide more support for Special Education students and teachers.

Many of our students have low skills, fixed mindsets, poor academic habits, and limited incentives for learning. This is based on data from EOC exams 2021-2022 Eng 1: 41%, Eng 2: 56%, Alg 1: 39%, Bio: 70%, US: 75%, declining passing rates over the past 3 years. Freshmen enter DHJ without essential soft skills. This is based on data from EOC exams which primarily comes from freshmen students.

AP participation and performance continue to rise. In 2021-2022, 144 students took 197. Our 2022-2023 AP Exams have 177 students taking 222 exam. Since 2019, our CCMR performance has outperformed the state and district by 5%. In 2020-2021 our CCMR performance was 70.5%. Additional CCMR measures were implemented each school year including College Prep courses and Bridge courses in English and Math, Dual Credit courses, On Ramps courses, and on-campus TSI testing.

Our campus systemically addresses reteaching for students at-risk of failing through teacher training and collaboration in PLCs by using Studying Student Work protocols, sharing teaching best practices, and analyzing assessment data. Our campus staff of Stay In School Coordinator, Intervention Specialist, and additional support from the PSSS, Girls Inc, Counseling Staff and Go Center assists teachers, students and parents in meeting the needs of the students at-risk of failing or losing credit due to absences. Some of these systems include meetings, home visits, determining root causes, and creating academic plans with students. 95% of our students are economically disadvantaged. We have more students with psychological, emotional, economic, and social needs that impact learning than we have resources to address them.

Student Learning Strengths

- * Students in AP courses has increased.
- * Students are enrolled in OnRamps courses.
- * Student scores have been higher on benchmarks than the previous 2020-2021 STAAR EOC data

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR Data for English I EOC testers shows a campus passing rate of 41% **Root Cause:** The root cause is the need for more professional learning for teachers in order to improve Tier 1 Instruction for our Emergent Bilingual students.

Problem Statement 2 (Prioritized): STAAR Data for Algebra I shows a campus passing rate of 39% **Root Cause:** The root cause is the need for more professional development for math teachers in the use of ELPS.

School Processes & Programs

School Processes & Programs Summary

Personnel

On a year-to-year basis, DHJ has little teacher attrition, teachers that leave our campus are promoted up or look for opportunities in other fields. At DHJ we attempt to hire highly certified educators to allow for upward movement with students. Teachers are generally placed based on course request; however, in specialized areas teachers are placed by strengths. A variety of resources are provided to new teachers on our campus ranging from mentors, instructional coaches, administrative assistance, and district level assistance.

Professional Practices

The campus instructional leaders take the primary roles as the curriculum liaisons to administration. Teachers of all experience and skill levels are mentored by colleagues and encouraged to expand their leadership skill set. Administrators take part in mentoring teachers and guiding them to enhance their leadership skills. Using PLC, data from STAAR, common assessment, advanced placement scores, and academic performance drives our improvement plans and guides our discussion of student performance and root causes. When low-performance trends are observed, teachers and administrators create professional development plans to address areas of concern.

Programs/Opportunities for Students

Programs in operation include but are not limited to: athletics, band, choir, orchestra, theater, dance, art, dual enrollment, ROTC, and Advanced Placement, On-Ramps, and honors programs. A safe environment and high expectations are prioritized in these programs, and they are aligned with the District mission of “Preparing ALL students for success in college, career and community leadership.” All students are challenged and supported in pushing themselves. It is a school goal that all students successfully complete at least one AP/ honors level course by the end of their Junior year. Multiple AP and honors courses are offered in each core subject and some electives. DHJ has an open enrollment policy for Pre-AP and AP classes. Teachers are also encouraged to recommend students to be moved to Pre-AP classes at semester. Teachers submit recommendations for courses in January. These recommendations allow teachers to recognize students that would be successful in Pre-AP and AP classes giving opportunities to students. We consistently have 50% or more of our students enrolled in at least one advanced course [AP and/or Honors courses]. We have many CTE pathways in technology and engineering that allow students to earn certifications and licensures in a wide variety of areas. We also are establishing a PTECH program focused on Cloud Technologies and networking that incorporates dual credit courses across the STEAM spectrum. Our Go Center conducts multiple college visits each year, as well as assists students with completing FAFSA, TAFSA, and other admissions paperwork. The Go Center also assists students in career guidance and the JROTC, Counseling, and Go Center Staff connect interested students with military recruiters. An emphasis is placed on post-secondary planning by classroom teachers, whether by assigning activities that require research into potential career pathways or sharing scholarship and internship opportunities with students. We have had a Program of Choice on campus focused on technology for many years. This has allowed many students to earn certifications and licensures that allow students to gain a higher level of employment upon graduation or continuation with post-secondary education.

Procedures

The curriculum for the core courses is provided with a District or College Board supplied scope and sequence that is aligned with TEKS and/or College Board course descriptions. Teachers are allowed to deviate from District supplied lessons and practice their own pedagogical skills to develop teaching and learning as long as they cover all required TEKS. Using PLC time to look at teacher’s lesson plans, gives everyone an opportunity to learn from one another. Teachers can share their thoughts about instruction and learn new strategies to incorporate into their own instruction. Lesson plans are objective and data-driven that include critical thinking, formative assessments, and interventions/extensions. Examples of teaching strategies include but are not limited to: the use of random questioning, making connections to prior learning and predicting future steps, and scaffolding lessons according to individual student abilities and needs. The district at the secondary level has a standard of 1-1 in devices per student. Teachers attend professional development targeted at improving educational technology integration into classroom instructional practices. The school fosters an environment that prioritizes learning and instructional time, providing each teacher with a planning period in accordance with state law, core teachers are members of a PLC that meet every other day in order to share best practices and solicit feedback on difficulties integrating lessons or skills into effective lessons, and master schedules are created that emphasize an effective utilization of teachers’ skill sets and student needs while also paying attention to lower class sizes and less academic course preparations per teacher. Students receive equity of all available services regardless of race, ethnicity, gender, religion, orientation, learning diagnosis, or other categorization that may exist. Classroom climates of mutual respect are fostered across campus and efforts are made to ensure school

classroom policies are clearly understood by all parties. Interventions such as personal conferences between student and teacher, student and administration, or student and counseling staff are used regularly. Communication between counseling staff (counselors, intervention specialist, social workers), teachers, administrators, and students are regularly used to understand student needs in the classroom to be successful.

School Processes & Programs Strengths

Staff continuity

Establish educational processes

Advanced Placement (AP) participation and testing

On Ramps

Dual Credit

Varied CTE pathways

Go Center involvement

On-level to AP pathways (students)

Varied extracurricular activities

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student tardy, absenteeism, and skipping have increased in the past two years. **Root Cause:** Lack of student engagement and interactive lessons in the classroom.

Problem Statement 2 (Prioritized): The low number of students participating in extra curricular activities. **Root Cause:** The need for vertical articulation (programming, marketing, recruitment) within the pyramid.

Perceptions

Perceptions Summary

DHJ creates a positive campus culture and academic climate by supporting on-going teacher learning, celebrating successes and supporting teachers and students' needs. Campus supports teacher voice and leadership development through multiple opportunities to participate in teacher-led activities, PD, initiatives, and various teams/committees. Teachers also have on-going support from district instructional coaches, content coaches, and program coordinators. The campus supports student voice and expression through traditional activities, student organizations/clubs, extracurriculars, and academic competitions. The campus utilizes social media, district resources, and campus systems to maintain open and consistent communication among all stakeholders.

Perceptions Strengths

1. DHJ has developed a sense of community among students, staff, parents, and local businesses.
2. Teachers support students so that they experience success while at DHJ.
3. DHJ enrollment rate has been stable.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Per student survey, 36% feel they are valued members of the school community. **Root Cause:** Course content needs to be more interactive and engaging.

Problem Statement 2 (Prioritized): The Diamond Hill community has a perception of low income housing with drugs and violence in the neighborhood. **Root Cause:** The successes of the school is not advertised in he entire city.

Priority Problem Statements

Problem Statement 1: STAAR Data for English I EOC testers shows a campus passing rate of 41%

Root Cause 1: The root cause is the need for more professional learning for teachers in order to improve Tier 1 Instruction for our Emergent Bilingual students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: STAAR Data for Algebra I shows a campus passing rate of 39%

Root Cause 2: The root cause is the need for more professional development for math teachers in the use of ELPS.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student attendance is an all time low.

Root Cause 3: Lack of student engagement in the classroom.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Large percentage of long term EB students on our campus.

Root Cause 4: Majority of campus teachers are not ESL certified.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Student tardy, absenteeism, and skipping have increased in the past two years.

Root Cause 5: Lack of student engagement and interactive lessons in the classroom.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The low number of students participating in extra curricular activities.

Root Cause 6: The need for vertical articulation (programing, marketing, recruitment) within the pyramid.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Per student survey, 36% feel they are valued members of the school community.

Root Cause 7: Course content needs to be more interactive and engaging.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: The Diamond Hill community has a perception of low income housing with drugs and violence in the neighborhood.

Root Cause 8: The successes of the school is not advertised in he entire city.

Problem Statement 8 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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS 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

District Goals

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

School Performance Objective 1: Increase the percentage of 9th and 10th grade students who meet the grade level benchmark in reading on PSAT from 25% to 30% by May 2024.

Increase the percentage of EB students from 9% to 20% by May 2024.

Evaluation Data Sources: PSAT

Strategy 1: Improve the quality and alignment of Tier I instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Increase student achievement scores

Staff Responsible for Monitoring: Administration / Instructional Coach / ILT

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

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: By August 31, teachers will use data to drive instruction and interventions to create action plan for reteaching/tutoring (utilizing various supplies/resources)</p> <p>Intended Audience: Core teachers</p> <p>Provider / Presenter / Person Responsible: Administration team/Instructional Coaches</p> <p>Date(s) / Timeframe: All year</p> <p>Collaborating Departments: Curriculum Department</p> <p>Delivery Method: PLC period</p> <p>Funding Sources: Extra Duty - Tutorials - SCE (199 PIC 24) - 199-11-6116-001-004-24-243-000000- - \$10,000, Classroom Supplies for instruction and reinstruction - SCE (199 PIC 24) - 199-11-6399-001-004-24-243-000000- - \$2,399, Classroom Supplies for instruction and reinstruction - Title I (211) - 211-11-6399-04N-004-30-510-000000-24F10 - \$3,873.61, Supplies for instruction and tutoring - Gifted & Talented (199 PIC 21) - - \$2,628, Extra Duty - Tutorials - SPED (199 PIC 23) - - \$4,426</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: By August 7, hire/fund Dean of Instruction (DOL) to support teacher accountability with observations cycles/ walkthroughs</p> <p>Intended Audience: Core teachers</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Date(s) / Timeframe: August 2023</p> <p>Collaborating Departments: Title one department</p>	Formative			Summative
	Nov	Jan	Mar	June
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School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: STAAR Data for English I EOC testers shows a campus passing rate of 41% Root Cause: The root cause is the need for more professional learning for teachers in order to improve Tier 1 Instruction for our Emergent Bilingual students.</p>
<p>Problem Statement 2: STAAR Data for Algebra I shows a campus passing rate of 39% Root Cause: The root cause is the need for more professional development for math teachers in the use of ELPS.</p>

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 first time testers who score at Meets or above on STAAR English I from 25% to 35% by May 2024.

Increase the percentage of EB students from 10% to 20% by May 2024.

High Priority

Evaluation Data Sources: STAAR/EOC English I

Strategy 1: Improve the quality of Tier I instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional framework.

Strategy's Expected Result/Impact: Increase teachers proficiency in ELA content working with EB students.

Staff Responsible for Monitoring: Instructional Coach / Data Analyst / Teachers / Admin

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





- **ESF Levers:**

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

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: The instructional team will provide ongoing ESL PD for teachers Intended Audience: English Teachers Provider / Presenter / Person Responsible: ILT team Date(s) / Timeframe: All year Collaborating Departments: English Department Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Teacher accountable for DOI, observations, and walkthroughs feedback. Intended Audience: English Teachers Provider / Presenter / Person Responsible: ILT Team Date(s) / Timeframe: All Year Collaborating Departments: English Department Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: By August 7, hire Title I Teacher/ Instructional coaches to support PLCs using the FWISD PLC Framework Intended Audience: ILT Team Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August 7th Collaborating Departments: ILT Team Funding Sources: INSTRUCTIONAL COACH - VACANT - 20793 - Title I (211) - 211-13-6119-04N-004-30-510-000000-24F10 - \$86,946, TITLE 1 TEACHER - BROWN - 19436 - Title I (211) - 211-11-6119-04N-004-30-510-000000-24F10 - \$71,374, TITLE 1 TEACHER - SKELTON - 18925 - Title I (211) - 211-11-6119-04N-004-30-510-000000-24F10 - \$69,598	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: STAAR Data for English I EOC testers shows a campus passing rate of 41% Root Cause: The root cause is the need for more professional learning for teachers in order to improve Tier 1 Instruction for our Emergent Bilingual students.

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 first time testers who score at Meets or above on STAAR English II from 30% to 40% by May 2023 .

Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 11% to 20% by May 2023.

High Priority

Evaluation Data Sources: STAAR/EOC English II

Strategy 1: Develop the capacity of teachers across content areas to implement Disciplinary Literacy as noted on the FWISD DL Framework

Strategy's Expected Result/Impact: To increase STAAR and TELPAS scores

Staff Responsible for Monitoring: Admin / Teachers / Instructional Leadership Team / Instructional Coaches

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





- **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**

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Provide ongoing ESL PD for teachers Intended Audience: English Teachers Provider / Presenter / Person Responsible: ILT Team Date(s) / Timeframe: All Year Collaborating Departments: English Department Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Teacher accountability from DOL observations/walkthroughs Intended Audience: English Teachers Provider / Presenter / Person Responsible: ILT Team Date(s) / Timeframe: All Year Collaborating Departments: English Department Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: PLCs use the FWISD PLC Framework Intended Audience: English Teachers Provider / Presenter / Person Responsible: ILT Team Date(s) / Timeframe: All Year Collaborating Departments: English Department Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Student tardy, absenteeism, and skipping have increased in the past two years. Root Cause: Lack of student engagement and interactive lessons in the classroom.

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 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 5% to 20% by May 2024.

Increase the percentage of EB students from 1% to 20% by May 2024.

Evaluation Data Sources: PSAT

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: Increase in Algebra I scores

Staff Responsible for Monitoring: Teachers, Admin, Instructional Coaches

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





- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Provide ongoing ESL PD for teachers Intended Audience: Algebra Teachers Provider / Presenter / Person Responsible: ILT Team Date(s) / Timeframe: All Year Collaborating Departments: Math department Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Teacher accountability from DoI observations/walkthroughs Intended Audience: Algebra Teachers Provider / Presenter / Person Responsible: ILT Team Date(s) / Timeframe: All Year Collaborating Departments: Math Department Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: STAAR Data for Algebra I shows a campus passing rate of 39% Root Cause: The root cause is the need for more professional development for math teachers in the use of ELPS.

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 first time testers who score at Meets or above on STAAR Algebra I from 9% to 20% by May 2024. And the percentage of ELL students from 9% to 20% by May 2024.

High Priority

Evaluation Data Sources: STAAR Algebra I

Strategy 1: Develop the capacity of 9-12 teacher to implement FWISD Math framework through targeted PD in critical thinking, problem solving, application and use of district approved resources to maximize student learning and instruction.

Strategy's Expected Result/Impact: Increase teachers knowledge of content and student performance.

Staff Responsible for Monitoring: Instructional Coaches/ admin / teachers

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





- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will use data to drive instruction and interventions to create action plan for reteaching/tutoring/incentives (utilizing various supplies/resources such as IXL)</p> <p>Intended Audience: Math Teachers</p> <p>Provider / Presenter / Person Responsible: ILT Team</p> <p>Date(s) / Timeframe: All Year</p> <p>Collaborating Departments: Math department</p> <p>Delivery Method: Software</p> <p>Funding Sources: Extra Duty - SPED (199 PIC 23) - - \$2,000, Supplies - SPED (199 PIC 23) - - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Teacher accountability from DoI observations/walkthroughs Intended Audience: Algebra Teachers Provider / Presenter / Person Responsible: ILT Team Date(s) / Timeframe: All Year Collaborating Departments: Math Department Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: PLCs use the FWISD PLC Framework Intended Audience: Algebra Teachers Provider / Presenter / Person Responsible: Instructional Coaches Date(s) / Timeframe: All Year Collaborating Departments: Math Department Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: STAAR Data for Algebra I shows a campus passing rate of 39% Root Cause: The root cause is the need for more professional development for math teachers in the use of ELPS.

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 Grade 12 students attaining at least one CCMR indicator from 59% to 70% by May 2024.
 Increase the percentage of EB students from 36% to 40% by May 2024.

HB3 District Goal

Evaluation Data Sources: TEA Report Card

Strategy 1: Align and leverage programs, resource and systems of support for existing academic advising.

Strategy's Expected Result/Impact: Increase our CCMR data

Staff Responsible for Monitoring: Admin/Post Secondary Coach / Freshman Success Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Use data to advise student programming Intended Audience: All teachers Provider / Presenter / Person Responsible: ILT Team Date(s) / Timeframe: All Year Collaborating Departments: CTE Department Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Maintain continuous feedback through PSS committee work Intended Audience: CTE teachers Provider / Presenter / Person Responsible: ILT Team Date(s) / Timeframe: All Year Collaborating Departments: CTE department Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Purchase equipment to ensure CTE programs prepare students for the workforce Intended Audience: CTE stakeholders Provider / Presenter / Person Responsible: CTE Teachers Date(s) / Timeframe: Ongoing Collaborating Departments: CTE Funding Sources: Supplies - CTE (199 PIC 22) - - \$22,000, Supplies - CTE (199 PIC 22) - - \$6,119	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: The low number of students participating in extra curricular activities. Root Cause: The need for vertical articulation (programing, marketing, recruitment) within the pyramid.

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 Grade 9 students "On Track" from 19% to 25% 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 21% to 25% by May 2024.

Evaluation Data Sources: TEA Report Card

Strategy 1: Working with Freshman Success Coach monthly meetings to ensure that students are on target.

Strategy's Expected Result/Impact: 9th grade on track for graduation

Staff Responsible for Monitoring: Freshman Success Coach

Title I:

2.4, 2.6





- **TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: teachers use data to drive instruction and interventions (reteach/tutoring) Intended Audience: Freshman Teachers Provider / Presenter / Person Responsible: Freshman Success Coach Date(s) / Timeframe: All Year Collaborating Departments: ILT Team Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: FSC creates systems to ensure students "On Track" Intended Audience: Freshman Teachers Provider / Presenter / Person Responsible: Freshman Success Coach Date(s) / Timeframe: All Year Collaborating Departments: ILT Team Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Student attendance is an all time low. Root Cause: Lack of student engagement in the classroom.
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District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 15% to 25% by May 2023.

Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 14% to 25% by May 2023.

Evaluation Data Sources: campus graduation plans

Strategy 1: Parent Meetings with Freshman to discuss data and importance of credits and attendance

Strategy's Expected Result/Impact: Transition Camps

Staff Responsible for Monitoring: Admin, Coaches / Teachers

Title I:

2.4, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Connect high school to career and college





- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: FSC creates a calendar for parent meetings to discuss data Intended Audience: Freshman Parents Provider / Presenter / Person Responsible: Freshman Success Coach Date(s) / Timeframe: All Year Collaborating Departments: Freshman Teachers Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: FSC creates systems to ensure students "On Track" Intended Audience: Freshman Teachers Provider / Presenter / Person Responsible: Freshman Success Coach Date(s) / Timeframe: All Year Collaborating Departments: ILT Team Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Student attendance is an all time low. Root Cause: Lack of student engagement in the classroom.

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

School Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 1% to 20% by May 2024.

Increase the percentage of EB students by 10% by May 2024.

HB3 District Goal

Evaluation Data Sources: SAT or ACT

Strategy 1: Focus on our ELL students to increase the passing rate incorporating ELPs techniques.

Strategy's Expected Result/Impact: Review teacher lesson plans for ELPs strategies.

Staff Responsible for Monitoring: Teachers/Instructional Coaches

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools





- ESF Levers:

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Provide ongoing ESL PD for teachers Intended Audience: All teachers Provider / Presenter / Person Responsible: ILT Team Date(s) / Timeframe: All Year Collaborating Departments: Department Heads Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Teacher accountability from DoI observations/walkthroughs Intended Audience: All Teachers Provider / Presenter / Person Responsible: ILT Team Date(s) / Timeframe: All Year Collaborating Departments: Department Heads Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Maintain continuous feedback through PSS committee work Intended Audience: All teachers Provider / Presenter / Person Responsible: ILT Team Date(s) / Timeframe: All year Collaborating Departments: Department Heads Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Large percentage of long term EB students on our campus. Root Cause: Majority of campus teachers are not ESL certified.

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) by 20% by May 2024.

Evaluation Data Sources: TEA report card

Strategy 1: Cultivate safe, supportive and equitably learning environments grounded in the learner and culture descriptors as defined by the FWIS Instructional Framework.

Strategy's Expected Result/Impact: Increase in students on track and higher attendance.

Staff Responsible for Monitoring: Teachers, admin, coaches

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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: FSC creates systems to ensure students "On Track" that includes incentives Intended Audience: Freshmen Teachers Provider / Presenter / Person Responsible: ILT Team Date(s) / Timeframe: All year Collaborating Departments: FSC Delivery Method: In person Funding Sources: SHELTON, GERALD - FAMILY COMM SPECIALIST - 19319 - Title I (211) - 211-61-6129-04L-004-30-510-000000-24F10 - \$34,380, Incentive Committee - Snacks - Title I (211) - 211-11-6499-04N-004-30-510-000000-24F10 - \$1,000, Incentive Committee - Tangible Items / \$12 or Less - Title I (211) - 211-11-6399-04N-004-30-510-000000-24F10 - \$4,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Use the Attendance Committee report to schedule Attendance Restoration sessions. Teachers will tutor students during attendance restoration.</p> <p>Intended Audience: Attendance Committee Provider / Presenter / Person Responsible: AP over attendance Date(s) / Timeframe: All Year Collaborating Departments: Attendance Committee Delivery Method: In person</p> <p>Funding Sources: ZAPATA. MARIA - FAMILY COMM LIASION, PC 61-6127 - 15201 - Title I (211) - 211-61-6119-04L-004-30-510-000000-24F10 - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Create well defined campus systems that teachers follow with fidelity includes technology if necessary</p> <p>Intended Audience: All Teachers Provider / Presenter / Person Responsible: ILT Team Date(s) / Timeframe: All Year Collaborating Departments: FSC Delivery Method: In Person</p> <p>Funding Sources: CLASSROOM TECHNOLOGY - SCE (199 PIC 24) - 199-11-6396-001-004-24-243-000000- - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Help Increase Parent Involvement - Invite parent to more events on campus that do not only paint a negative light.</p> <p>Intended Audience: Parent Engagements Specialist and Liaison Provider / Presenter / Person Responsible: Parent Engagement Team Date(s) / Timeframe: All Year Delivery Method: In Person / Mailers / Phone Calls</p> <p>Funding Sources: - Parent Engagement - 211-61-6399-04L-004-30-510-000000-24F10 - \$3,340, - Parent Engagement - 211-61-6499-04L-004-30-510-000000-24F10 - \$2,300</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Student tardy, absenteeism, and skipping have increased in the past two years. **Root Cause:** Lack of student engagement and interactive lessons in the classroom.

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 16% to 6% by May 2024.
Decrease the number of discipline referrals by school personnel for EB students by 10% by May 2024.

Evaluation Data Sources: FWISD dashboard

Strategy 1: Decrease the number of EB students receiving discipline referrals by training teachers in building positive relationships.

Strategy's Expected Result/Impact: Decrease of students being sent to office.

Staff Responsible for Monitoring: Teachers/Admin

Title I:

2.6, 4.1, 4.2

- **TEA Priorities:**





Recruit, support, retain teachers and principals, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2 - Perceptions 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Create well defined campus systems that teachers follow with fidelity Intended Audience: All Teachers Provider / Presenter / Person Responsible: Assistant Principals Date(s) / Timeframe: All Yaer Collaborating Departments: ILT Team Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Build community by planning relevant, engaging lessons, including student incentives Intended Audience: All Teachers Provider / Presenter / Person Responsible: ILT Team Date(s) / Timeframe: All year Collaborating Departments: FSC Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Create an inclusive campus culture where extracurricular activities are advertised/highlighted and students are recruited Intended Audience: All Teachers Provider / Presenter / Person Responsible: ILT Team Date(s) / Timeframe: All year Collaborating Departments: Extra Curricular Teachers Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: The low number of students participating in extra curricular activities. Root Cause: The need for vertical articulation (programing, marketing, recruitment) within the pyramid.
Perceptions
Problem Statement 1: Per student survey, 36% feel they are valued members of the school community. Root Cause: Course content needs to be more interactive and engaging. Problem Statement 2: The Diamond Hill community has a perception of low income housing with drugs and violence in the neighborhood. Root Cause: The successes of the school is not advertised in he entire city.

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 ELL students or the student group that is most marginalized on our campus (gender, race, program, other) from 2.5% to 0% by May 2024.

Evaluation Data Sources: FWISD dashboard

Strategy 1: Training Teachers on Classroom Management and create a discipline chart for student expectations.

Strategy's Expected Result/Impact: Decrease number of students being suspended.

Staff Responsible for Monitoring: Teachers, Admin

Title I:

2.5, 4.1

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools





- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Build community through Homeroom and by planning relevant, engaging lessons Intended Audience: All Teachers Provider / Presenter / Person Responsible: ILT Team Date(s) / Timeframe: All Year Collaborating Departments: FSC Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Create an inclusive campus culture where extracurricular activities are advertised/highlighted and students are recruited Intended Audience: All teachers Provider / Presenter / Person Responsible: ILT Team Date(s) / Timeframe: All Year Collaborating Departments: Extra Curricular Teachers Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Admin creates a discipline chart for students expectations Intended Audience: All Teachers Provider / Presenter / Person Responsible: Administration Team Date(s) / Timeframe: August 7th Collaborating Departments: ILT Team Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Student tardy, absenteeism, and skipping have increased in the past two years. Root Cause: Lack of student engagement and interactive lessons in the classroom.

State Compensatory

Budget for 004 Diamond Hill-Jarvis High School

Total SCE Funds: \$14,399.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
AMY BROWN	TITLE I TEACHER		0
ANGELA OWENS	DATA ANALYST		0
CYNTHIA SMITH	INSTRUCTIONAL COACH		0
GERALD SHELTON	FAMILY COMMUNICATION FT		0
MARIA ZAPATA	FAMILY COMMUNICATION LIAISON PT		0
SHELLY SKELTON	TITLE I TEACHER		0

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Classroom Supplies for instruction and reinstruction	Supplies and materials for instructional use	211-11-6399-04N-004-30-510-000000-24F10	\$3,873.61
1	2	1	3	TITLE 1 TEACHER - SKELTON - 18925	Title I Teacher	211-11-6119-04N-004-30-510-000000-24F10	\$69,598.00
1	2	1	3	TITLE 1 TEACHER - BROWN - 19436	Title I Teacher	211-11-6119-04N-004-30-510-000000-24F10	\$71,374.00
1	2	1	3	INSTRUCTIONAL COACH - VACANT - 20793	Instructional Coach	211-13-6119-04N-004-30-510-000000-24F10	\$86,946.00
4	1	1	1	Incentive Committee - Tangible Items / \$12 or Less	Supplies and materials for instructional use	211-11-6399-04N-004-30-510-000000-24F10	\$4,000.00
4	1	1	1	Incentive Committee - Snacks	Snacks or incentives for students	211-11-6499-04N-004-30-510-000000-24F10	\$1,000.00
4	1	1	1	SHELTON, GERALD - FAMILY COMM SPECIALIST - 19319	Family Engagement Specialist	211-61-6129-04L-004-30-510-000000-24F10	\$34,380.00
4	1	1	2	ZAPATA, MARIA - FAMILY COMM LIASION, PC 61-6127 - 15201	Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-004-30-510-000000-24F10	\$0.00
Sub-Total							\$271,171.61
Budgeted Fund Source Amount							\$271,171.61
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Extra Duty - Tutorials	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-004-24-243-000000-	\$10,000.00
1	1	1	1	Classroom Supplies for instruction and reinstruction	Supplies and materials for instructional use	199-11-6399-001-004-24-243-000000-	\$2,399.00
4	1	1	3	CLASSROOM TECHNOLOGY	Technology for instructional use	199-11-6396-001-004-24-243-000000-	\$2,000.00
Sub-Total							\$14,399.00
Budgeted Fund Source Amount							\$14,399.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	4		Supplies and materials for parental involvement	211-61-6399-04L-004-30-510-000000-24F10	\$3,340.00
4	1	1	4		Snacks for Parents to promote participation	211-61-6499-04L-004-30-510-000000-24F10	\$2,300.00
Sub-Total							\$5,640.00
Budgeted Fund Source Amount							\$5,640.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Supplies for instruction and tutoring	GENERAL SUPPLIES		\$2,628.00
Sub-Total							\$2,628.00
Budgeted Fund Source Amount							\$2,628.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	3	Supplies	FURN/EQUIP > \$5,000		\$22,000.00
3	1	1	3	Supplies	GENERAL SUPPLIES		\$6,119.00
Sub-Total							\$28,119.00
Budgeted Fund Source Amount							\$28,119.00
+/- Difference							\$0.00

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Extra Duty - Tutorials	EXTRA DUTY - PROFESSIONAL		\$4,426.00
2	2	1	1	Extra Duty	EXTRA DUTY - PROFESSIONAL		\$2,000.00
2	2	1	1	Supplies	GENERAL SUPPLIES		\$2,000.00
Sub-Total							\$8,426.00
Budgeted Fund Source Amount							\$8,426.00
+/- Difference							\$0.00
Grand Total Budgeted							\$330,383.61
Grand Total Spent							\$330,383.61
+/- Difference							\$0.00