

# Fort Worth Independent School District 2019-2020 Campus Improvement Plan

**Campus Name:** 122 - Diamond Hill ES

**Principal:** Martinez, Marlyn

**Executive Director:** Xavier Sanchez

## Fort Worth ISD Mission Statement

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

### Vision

*Igniting in Every Child a Passion for Learning*

### Student Outcome Goals

**Early Literacy** - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.

**Middle Grade Math** - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

**College and Career Readiness** - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.

### School Profile

#### Student Enrollment by Program

Attendance Rate: 96.1

Special Education: 8.1

Dual Language/ESL: 59.3

Gifted and Talented: 8.7

Career and Technology: 0

Percentage of at-risk students: 87

Percentage of English Language (EL) students: 59.6

Percentage of economically disadvantage students: 91.4

### 2019-2020 Campus Site-Based Committee

Name	Role
Marlyn Martinez	Principal
Hilda Herrera	Principal
Vianey Lemus	Teacher
Aracely Galvan	Teacher
Denisse Aguilar	Teacher
Courtney Haveman	Teacher
Nancy Garcia	Campus Non-Teacher Professional
David Hatcher	Community Representative
Daisy Sancen-Salinas	Campus Non-Teacher Professional
Pending	Community Representative
Miguel Martinez	Business Representative
Hilda Hernandez	Parent
Pending	District Level Staff
Pending	Parent

### Accountability Summary

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

Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

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

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: <b>Student Achievement</b> 67	<b>74 - Met Standard</b>
Domain 2: <b>School Progress</b> 74	
Domain 3: <b>Closing The Gaps</b> 73	

### Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievemnet in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

## Campus Assurances and Certification for the 2019-2020 School Year

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

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

**Yes** the Texas Education Code;

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

**Yes** Turnaround Plans

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

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

# Comprehensive Needs Assessment Summary for 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	1. All dual language approved students and ESL students are being serviced by a certified bilingual teacher and monitored by the LPAC committee. Also, they are being serviced by a Bilingual Counselor.	1. The dyslexia student population is underidentified.	1. Alignment of instructional expectations in all grade levels.
	2. All regular program students are serviced by a certified teacher.	2. Our population is economically disadvantaged and transient with many social emotional needs.	2. Implement 21st century skills campuswide.
	3. All SPED and 504 students are receiving services from certified personnel.	3. We are in need of an effective RTI system to facilitate the early identification of needs.	3. Early identification of individual needs of our students.
	4.	4.	4. Increasing meaningful parent/family involvement.
	5.	5.	5. Based on 4th writing results we will increase critical writing in all content areas.
	6.	6.	6.
Student Achievement	1. Students made progress across all grade levels in Achieve 3000. Teachers are showing fidelity in implementing the program.	1. Our SPED students are not making the necessary growth as supported by local and state data.	
	2. Most students are making progress with NWEA MAP.	2. In need of consistent vertical/horizontal alignment in regards to our students' learning gaps. Consistent strategies across content areas and grade levels are needed.	
	3. KG and 1st grade students are improving on smarty ants.	3. NWEA MAP Skills need to be implemented with fidelity. Also, there is a need for an online program for kinder teachers to monitor student progress.	
	4.	4.	
	5.	5.	
	6.	6.	

<b>School Culture and Climate</b>	1.	We promote parent involvement through afterschool programs/activities.	1.	Lack of consistent and effective collaboration affecting culture and climate.
	2.	Literacy is a campus focused through a variety of initiatives such as A.R. and RIF.	2.	Quality counseling sessions for all students.
	3.	We are a Blue Zone campus promoting physical and mental wellbeing. (Athletics and Fine Arts programs)	3.	A need for more Blue Zone activities to promote wellness.
	4.		4.	
	5.		5.	
	6.		6.	
<b>Staff Quality/ Professional Development</b>	1.	High percentage of Teachers are pursuing or hold a Higher Education Degree.	1.	Teacher led observation protocols and learning walks.
	2.	High percentage of Teachers attend professional development to perfect their craft.	2.	Follow up PDs on Campus initiatives and sharing of ideas campus wide.
	3.	Professional Learning Communities are an ongoing practice.	3.	Additional classroom management training. (Dealing with difficult students). Also, CPI training is needed.
	4.		4.	
	5.		5.	
	6.		6.	
<b>Curriculum, Instruction, and Assessment</b>	1.	Achieve 3000/Smarty Ants/NWEA MAP has been beneficial for overall assessment and immediate feedback.	1.	In need of consistent vertical/horizontal alignment in regards to our students' learning gaps. Consistent planning and TEKS alignment.
	2.	Implementation of PLTW is leading our students into using more critical thinking skills.	2.	In need of curriculum and resources for our LINC classrooms.
	3.	Various technology enriches instruction and assessment.	3.	Classrooms assessments are not aligned to grade level TEKS.
	4.		4.	
	5.		5.	
	6.		6.	

<b>Family and Community Involvement</b>	1.	Parent Teacher Association is active.	1.	Promote Ready Rosie as a Early Childhood resource available for parents. Encourage enrollment!
	2.	Various community partnerships contribute to our school.	2.	Workshops for parents to provide instruction on pedagogy - how to work with their child. (Workshops for parents about proper technology use by their student)
	3.	Parent Liasion leads of variety of initiatives such as Helping Hands and nutrition classes.	3.	Campus Safety is a concern. More badge readers are needed.
	4.		4.	
	5.		5.	
	6.		6.	
<b>School Context and Organization</b>	1.	We are able to provide appropriate placement for all of our students (DLE & RP)	1.	Bridge, mixed, overflow classrooms continue to be a concern. The same group of students seem to be affected by the wave of bridge classroom make up.
	2.	Departmentalization is used to capitalize on teacher content area mastery	2.	An abundance of families on affidavits with concerns (tardies, abs, etc.)
	3.		3.	
	4.		4.	
	5.		5.	
	6.		6.	

# Academic Excellence Goals

## Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 122 - Diamond Hill ES

Principal: Martinez, Marlyn

Executive Director: Xavier Sanchez

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.	65.35	35.64	20.79	50	
	Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline)					

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Increase the number of students reading at College and Career Readiness by 10% by ensuring meaningful access to Achieve Reading Program in all grades 2-5 classrooms.	<ol style="list-style-type: none"> <li>1) Create &amp; monitor computer lab schedule.</li> <li>2) Leadership support analyzing and creating plans for continued success.</li> <li>3) Grade levels will track and create motivational walls and provide student incentives.</li> </ol> (Implementation & monitoring of Achieve 3000 (2 lessons per week at 75% or higher)/Map Fluency Skills.)	Teacher(s)	5/29/2020	Title I	3,000	Not Started	
2 Title I	Increase accountability among all stakeholders (students, teachers, parents etc.) by tracking student's individual data.	<ol style="list-style-type: none"> <li>1) Create and implement individual student data binders to be used during ongoing student conferences and teacher data meetings. (binders/dividers)</li> <li>2) Use Reading Assessment (kits) BME of year.</li> <li>3) Support teachers to build up to student led conferences.</li> </ol>	Teacher(s)	5/29/2020	Title I	8,500	Not Started	
3 Title I	Increase teacher capacity through observation of colleagues and direct coaching by tracking progress quartley.	<ol style="list-style-type: none"> <li>1) Provide teachers with substitutes in order allow for time to conduct learning walk, coaching visits, and math PLC's.</li> <li>2) Provide time for teachers and support staff to analyze data and identify areas of need as well as build action plans.</li> <li>3) Provide teacher professional development (SGGR, Critical Writing, Instructional practices etc.)</li> </ol>	Instructional Leadership	6/1/2020	Title I	78,300	On Target	
4 Title I	Close instructional gaps by providing supplemental support for Tier 2 and Tier 3 students as evidenced by Lexile tracker improvement and reading assessment tool (F&P) progress.	<ol style="list-style-type: none"> <li>1) Teacher assistants will provide ongoing lessons and progress monitoring.</li> <li>2) Leadership will monitor lab assistant schedule and intervention implementation.</li> </ol>	Other	5/29/2020	Title I	59,555	Not Started	
5 Title I	Increase support given to students that are below grade level as evidenced by reader response journal improvement and increase in their incentive level.	<ol style="list-style-type: none"> <li>1) Partner with Mavens initiative to track data and provide student incentives.</li> <li>2) Students extend their learning as part of their critical writing journal.</li> </ol>	Student Support Services	5/29/2020	Title I	10,000	Not Started	
6 LEP	Refer to Target Strategy #3	Refer to Target Strategy #3	Teacher(s)	6/1/2020	Local (Basic Allotment)	10,000	On Target	

7	SPED	Refer above to Target Strategy #4	Refer above to Action Steps #4	Student Support Services	6/1/2020	Special Education	3,427	On Target	
8	LEP	Refer to Target #1	Refer to Action Steps #1	Teacher(s)	6/1/2020	Local (Basic Allotment)	10,664	On Target	
9	LEP	Refer to Target #2	Refer to Action Steps #2	Teacher(s)	6/1/2020	Local (Basic Allotment)	16,000	On Target	
10	LEP	Refer to Strategy #3	Refer to Action Steps #3	Instructional Leadership	6/1/2020	SCE	6,096	On Target	
11									
12									
13									
14									
15									

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

**BOY Status:**

Principal Evidence:

Leadership Feedback:

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:

# Mission Goals

## Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

Campus Name: 122 - Diamond Hill ES

Principal: Martinez, Marlyn

Executive Director: Xavier Sanchez

<b>SMART Goals</b>	<b>Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)</b>	<b>Baseline (BOY)</b>	<b>to Target</b>	<b>by Deadline</b>
	Percent of students at grade level or above in Math will increase from	44%	50%	EOY

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Increase TEKS specific performance as determined by campus IA and State Data as measured by student performance on identified weekly SE's.	1) Use data from progress monitoring to formulate targeted action plans that are integrated into IPC's (Instructional Planning Calendars) 2) Use All in Learning to gather student data (license)	Instructional Leadership	5/29/2020	Title I	3,000	Not Started	
2 Title I	Increase teacher capacity to identify data trends, respond accordingly, and implement agreed upon next steps to address student specific needs as evidenced during collaborative work sessions such as PLC's, Student Work Review, and IPC sessions.	1) Leadership team and Data Analyst will review data along with teachers in order to develop PLC's and support plans to supplement areas of need. 2) Teacher will be involved in strategic planning days to include reteach plans and modification to IPC plans.	Instructional Leadership	5/29/2020	Title I	5,000	Not Started	
3 Title I	Increase number of students at meets by increasing ELL language proficiency.	1) Implement and monitor critical writing within math. 2) Staff book study (7 Steps to a Language-Rich Interactive Classroom) 3) Conduct Benchmarks for TELPAS and implement ELPS best practices to target areas of need.	Teacher(s)	5/29/2020	Bilingual	2,064	Not Started	
4 Title I	Refer to Target Strategy #2	Refer to Action Steps #2	Teacher(s)	6/1/2020	Gifted & Talented	466	On Target	
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

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

**BOY Status:**

Principal Evidence:

Leadership Feedback:

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:



# Learning Environment Goals

## Fort Worth Independent School District 2019-2020 Learning Environment Goals Action Plan

Campus Name: 122 - Diamond Hill ES

Principal: Martinez, Marlyn

Executive Director: Xavier Sanchez

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	2	6	May 2020

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Increase parent involvement in educational events.	1) Schedule monthly parent learning nights (technology, safety, health, math etc.) (leadership & parent liaison) 2) Fall and Spring Coffee with Principal (collaborate and learn about campus initiatives) 3) Parent University	Instructional Leadership	5/29/2020	Title I	2,200	Not Started	
2 Title I	Raise parent communication through different avenues of support.	1) Parent liaison will create and distribute parent communication including monthly newsletter. 2) Parent liaison will assist with technology support station for parents. (registration, surveys, Voly) 3) Purchase parent laptop for parent support station.	Other	5/29/2020	Title I	9,250	Not Started	
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

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

**BOY Status:**

Principal Evidence:

Leadership Feedback:

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:

