

Fort Worth Independent School District
004 Diamond Hill-Jarvis High School
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Needs Assessment Overview

1. Campus wide reading program.
2. DHJ will target Long Term Lep and ESL student population with the intent to increase Lexile reading scores and writing ability in all classes.
3. Professional development and conferences for all teachers and administrators that focuses on rigor, relavance, college readiness, and curriculum alignment to standards.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. **Root Cause:** Adults need to be more engaging with the students.

Problem Statement 2: Current LEP Monitored Performance behind the campus-39% passed all EOC. 25% passed Reading. 51% passed Math. 52% passed Science. TELPAS did not meet standard.

Problem Statement 3: AVID College Preparatory courses enrollment is low (111 students). Needs to be 25% of campus (250 + students). 24% of seniors earned at least 3 Dual Credit hours in ELA or Mathematics. 40% met TSI criteria for ELA college readiness, and 24% met TSI criteria.

Problem Statement 4 (Prioritized): In 2019, the TELPAS success rate was 11% where it needs to be 36%. **Root Cause:** Course content needs to be better aligned to the ELPS standards in all classes.

Problem Statement 5: Need to increase attendance

Student Learning

Student Learning Strengths

1. Eco Disadvantaged and EL populations (current and monitored) met or were near campus averages in EOC scores (55% All, 55% Eco Dis, 51% EL GL Standard or Above).
2. Reversed achievement gap in Algebra I (69% AA, 59% His, 33% White at GL Standard or Above), (19% AA, 18% His, 17% White at Masters GL).
3. Reversed Achievement gap in US History (63% AA, 80% His, 60% White at GL Standard or Above), (63% AA, 46% His, 20% White at Meets GL Standard or Above).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): At this time, only 36% of senior students at Diamond Hill-Jarvis HS have received CCMR credit. **Root Cause:** Quality planning for student engagement is lacking to motivate students to participate on-line and in person.

Problem Statement 2 (Prioritized): There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. **Root Cause:** Adults need to be more engaging with the students.

Problem Statement 3: Current LEP Monitored Performance behind the campus-39% passed all EOC. 25% passed Reading. 51% passed Math. 52% passed Science. TELPAS did not meet standard.

Problem Statement 4 (Prioritized): In 2019, the TELPAS success rate was 11% where it needs to be 36%. **Root Cause:** Course content needs to be better aligned to the ELPS standards in all classes.

School Processes & Programs

School Processes & Programs Strengths

1. Grade Level RtI system has been effective for high graduation rates. PLC schedule for EOC contents is aligned and common planning is built in to the master schedule.
2. Intervention resources and services for parents and students are established and available for all students and parents.
3. Students like and feel supported through programs such as AVID, Class leaders, and the many cocurricular activities offered at DHJ

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In 2019, the TELPAS success rate was 11% where it needs to be 36%. **Root Cause:** Course content needs to be better aligned to the ELPS standards in all classes.

Problem Statement 2: Current LEP Monitored Performance behind the campus-39% passed all EOC. 25% passed Reading. 51% passed Math. 52% passed Science. TELPAS did not meet standard.

Problem Statement 3: AVID College Preparatory courses enrollment is low (111 students). Needs to be 25% of campus (250 + students). 24% of seniors earned at least 3 Dual Credit hours in ELA or Mathematics. 40% met TSI criteria for ELA college readiness, and 24% met TSI criteria.

Problem Statement 4 (Prioritized): At this time, only 36% of senior students at Diamond Hill-Jarvis HS have received CCMR credit. **Root Cause:** Quality planning for student engagement is lacking to motivate students to participate on-line and in person.

Problem Statement 5 (Prioritized): Per student surveys, only 28% of students are attentive and invested in classes. **Root Cause:** Course content needs to be more interactive and engaging.

Priority Problem Statements

Problem Statement 1: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit.

Root Cause 1: Adults need to be more engaging with the students.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: At this time, only 36% of senior students at Diamond Hill-Jarvis HS have received CCMR credit.

Root Cause 2: Quality planning for student engagement is lacking to motivate students to participate on-line and in person.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: In 2019, the TELPAS success rate was 11% where it needs to be 36%.

Root Cause 3: Course content needs to be better aligned to the ELPS standards in all classes.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: Per student surveys, only 28% of students are attentive and invested in classes.

Root Cause 4: Course content needs to be more interactive and engaging.

Problem Statement 4 Areas: School Processes & Programs - 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

- Campus department and/or faculty meeting discussions and data
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: May 31, 2021





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 2024.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 17.8% to 20% by May 2022.

Increase the percentage of EL student group that is most marginalized by instruction on our campus from 3.5% to 16.4% by May 2022.

Evaluation Data Sources: CIP Companion Guide - HS Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction in all content areas through culturally responsive instruction through standards aligned planning, lesson delivery, and performance data.</p> <p>Strategy's Expected Result/Impact: Improve PSAT results in reading as well as improve the performance of our EL population.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Admin Team Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction -</p> <p>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 4 - Student Learning 1, 2, 4 - School Processes & Programs 1, 4</p> <p>Funding Sources: - Title I (211) - 211-11-6116-04N-004-30-510-000000-22F10 - \$5,000, Small Groups for Retesters - - Title I (211) - 211-11-6112-04N-004-30-510-000000-22F10 - \$5,000, - Title I (211) - 211-11-6127-04N-004-30-510-000000-22F10 - \$5,000, - Title I (211) - 211-11-6117-04N-004-30-510-000000-22F10 - \$5,000, - Title I (211) - 211-11-6499-04N-004-30-510-000000-22F10 - \$3,000</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
<p>Problem Statement 1: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. Root Cause: Adults need to be more engaging with the students.</p>

Demographics

Problem Statement 4: In 2019, the TELPAS success rate was 11% where it needs to be 36%. **Root Cause:** Course content needs to be better aligned to the ELPS standards in all classes.

Student Learning

Problem Statement 1: At this time, only 36% of senior students at Diamond Hill-Jarvis HS have received CCMR credit. **Root Cause:** Quality planning for student engagement is lacking to motivate students to participate on-line and in person.

Problem Statement 2: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. **Root Cause:** Adults need to be more engaging with the students.

Problem Statement 4: In 2019, the TELPAS success rate was 11% where it needs to be 36%. **Root Cause:** Course content needs to be better aligned to the ELPS standards in all classes.

School Processes & Programs

Problem Statement 1: In 2019, the TELPAS success rate was 11% where it needs to be 36%. **Root Cause:** Course content needs to be better aligned to the ELPS standards in all classes.

Problem Statement 4: At this time, only 36% of senior students at Diamond Hill-Jarvis HS have received CCMR credit. **Root Cause:** Quality planning for student engagement is lacking to motivate students to participate on-line and in person.

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 2024.





Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 27.8% to 33.0% by May 2022.

Increase the percentage of EL student group that is most marginalized by instruction on our campus from 8.9% to 25% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR data; CIP Companion Guide

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction in all content areas through culturally responsive instruction through standards aligned planning, lesson delivery, and performance data. Give all students classroom materials required to succeed in everyday instruction. ie: planners, school supplies, incentives, and classroom needs</p> <p>Strategy's Expected Result/Impact: Improve PSAT results in reading as well as improve the performance of our EL population.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Admin Team Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 4 - Student Learning 1, 2, 4 - School Processes & Programs 1, 4</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04N-004-30-510-000000-22F10 - \$8,203, - Title I (211) - 211-11-6329-04N-004-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. Root Cause: Adults need to be more engaging with the students.</p>
<p>Problem Statement 4: In 2019, the TELPAS success rate was 11% where it needs to be 36%. Root Cause: Course content needs to be better aligned to the ELPS standards in all classes.</p>
Student Learning
<p>Problem Statement 1: At this time, only 36% of senior students at Diamond Hill-Jarvis HS have received CCMR credit. Root Cause: Quality planning for student engagement is lacking to motivate students to participate on-line and in person.</p>

Student Learning

Problem Statement 2: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. **Root Cause:** Adults need to be more engaging with the students.

Problem Statement 4: In 2019, the TELPAS success rate was 11% where it needs to be 36%. **Root Cause:** Course content needs to be better aligned to the ELPS standards in all classes.

School Processes & Programs

Problem Statement 1: In 2019, the TELPAS success rate was 11% where it needs to be 36%. **Root Cause:** Course content needs to be better aligned to the ELPS standards in all classes.

Problem Statement 4: At this time, only 36% of senior students at Diamond Hill-Jarvis HS have received CCMR credit. **Root Cause:** Quality planning for student engagement is lacking to motivate students to participate on-line and in person.

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 2024.

Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 29.3% to 34% by May 2022.

Increase the percentage of EL student group that is most marginalized by instruction on our campus from 9.4%% to 22% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR 2019;

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction in all content areas through culturally responsive instruction through standards aligned planning, lesson delivery, and performance data.</p> <p>Strategy's Expected Result/Impact: Improve PSAT results in reading as well as improve the performance of our EL population.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Admin Team Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 4 - Student Learning 1, 2, 4 - School Processes & Programs 1, 4</p> <p>Funding Sources: Owens, Angela _Data Analyst - - Title I (211) - 211-13-6119-04N-004-30-510-000000-22F10 - \$75,835, Brown, Amy _ Title 1 Teacher - - Title I (211) - 211-11-6119-04N-004-30-510-000000-22F10 - \$67,283</p>	Formative			Summative
	Nov	Jan	Mar	June

No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. Root Cause: Adults need to be more engaging with the students.</p>
<p>Problem Statement 4: In 2019, the TELPAS success rate was 11% where it needs to be 36%. Root Cause: Course content needs to be better aligned to the ELPS standards in all classes.</p>
Student Learning
<p>Problem Statement 1: At this time, only 36% of senior students at Diamond Hill-Jarvis HS have received CCMR credit. Root Cause: Quality planning for student engagement is lacking to motivate students to participate on-line and in person.</p>

Student Learning

Problem Statement 2: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. **Root Cause:** Adults need to be more engaging with the students.

Problem Statement 4: In 2019, the TELPAS success rate was 11% where it needs to be 36%. **Root Cause:** Course content needs to be better aligned to the ELPS standards in all classes.

School Processes & Programs

Problem Statement 1: In 2019, the TELPAS success rate was 11% where it needs to be 36%. **Root Cause:** Course content needs to be better aligned to the ELPS standards in all classes.

Problem Statement 4: At this time, only 36% of senior students at Diamond Hill-Jarvis HS have received CCMR credit. **Root Cause:** Quality planning for student engagement is lacking to motivate students to participate on-line and in person.

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 2024.





Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 8.4% to 15% by May 2022.

Increase the percentage of EL student group that is most marginalized by instruction on our campus from 0% to 15% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: PSAT

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction in all content areas through culturally responsive instruction through standards aligned planning, lesson delivery, and performance data.</p> <p>Strategy's Expected Result/Impact: Improve PSAT results in reading as well as improve the performance of our EL population.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Admin Team Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 4 - Student Learning 1, 2, 4 - School Processes & Programs 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
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Student Learning

Problem Statement 4: In 2019, the TELPAS success rate was 11% where it needs to be 36%. **Root Cause:** Course content needs to be better aligned to the ELPS standards in all classes.

School Processes & Programs

Problem Statement 1: In 2019, the TELPAS success rate was 11% where it needs to be 36%. **Root Cause:** Course content needs to be better aligned to the ELPS standards in all classes.

Problem Statement 4: At this time, only 36% of senior students at Diamond Hill-Jarvis HS have received CCMR credit. **Root Cause:** Quality planning for student engagement is lacking to motivate students to participate on-line and in person.





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 2024.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 25.9% to 34% by May 2022. And the percentage of EL group that is most marginalized by instruction on our campus from 14.1% to 20_% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction in all content areas through culturally responsive instruction through standards aligned planning, lesson delivery, and performance data.</p> <p>Strategy's Expected Result/Impact: Improve PSAT results in reading as well as improve the performance of our EL population.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Admin Team Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 4 - Student Learning 1, 2, 4 - School Processes & Programs 1, 4</p> <p>Funding Sources: Skelton, Shelly _ Title I Teacher - - Title I (211) - 211-11-6119-04N-004-30-510-000000-22F10 - \$64,520</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Improve the quality of Tier 1 instruction in math including online resources such as supplemental tutoring with IXL program.</p> <p>Funding Sources: IXL - Title I (211) - 211-11-6399-04N-004-30-510-000000-22F10 - \$17,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

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School Processes & Programs

Problem Statement 1: In 2019, the TELPAS success rate was 11% where it needs to be 36%. **Root Cause:** Course content needs to be better aligned to the ELPS standards in all classes.

Problem Statement 4: At this time, only 36% of senior students at Diamond Hill-Jarvis HS have received CCMR credit. **Root Cause:** Quality planning for student engagement is lacking to motivate students to participate on-line and in person.

Goal 3: CCMR





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

Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 37% to 45% by May 2022.

Increase the percentage of EL student group that is most marginalized by instruction on our campus from 14.4% to 24% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: CCMR report; Companion report;

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction in all content areas through culturally responsive instruction through standards aligned planning, lesson delivery, and performance data.</p> <p>Strategy's Expected Result/Impact: Improve PSAT results in reading as well as improve the performance of our EL population.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Admin Team Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 4 - Student Learning 1, 2, 4 - School Processes & Programs 1, 4</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
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<p>Problem Statement 4: In 2019, the TELPAS success rate was 11% where it needs to be 36%. Root Cause: Course content needs to be better aligned to the ELPS standards in all classes.</p>

School Processes & Programs

Problem Statement 1: In 2019, the TELPAS success rate was 11% where it needs to be 36%. **Root Cause:** Course content needs to be better aligned to the ELPS standards in all classes.

Problem Statement 4: At this time, only 36% of senior students at Diamond Hill-Jarvis HS have received CCMR credit. **Root Cause:** Quality planning for student engagement is lacking to motivate students to participate on-line and in person.

Goal 3: CCMR

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

Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 23.3% to 100% by May 2022.





Increase the percentage of SPED students from 12% to 100% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: MOY CIP Companion Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction in all content areas through culturally responsive instruction through standards aligned planning, lesson delivery, and performance data.</p> <p>Strategy's Expected Result/Impact: Improve PSAT results in reading as well as improve the performance of our EL population.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Admin Team Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 4 - Student Learning 1, 2, 4 - School Processes & Programs 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of Freshmen Success Team will ensure students are on track toward graduation.</p> <p>Strategy's Expected Result/Impact: Data will demonstrate that 85% of freshmen will obtain 6 credits by the end of the year. (DG1-3)</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>90% of freshmen will not fail one semester of a core content course. (DG1-3) 95% average daily attendance or higher for freshmen. (DG4) Staff Responsible for Monitoring: Freshman AP Freshman Success Coach Freshman Success Team Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 5 - Perceptions 1</p>				
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. Root Cause: Adults need to be more engaging with the students.</p> <p>Problem Statement 4: In 2019, the TELPAS success rate was 11% where it needs to be 36%. Root Cause: Course content needs to be better aligned to the ELPS standards in all classes.</p>
Student Learning
<p>Problem Statement 1: At this time, only 36% of senior students at Diamond Hill-Jarvis HS have received CCMR credit. Root Cause: Quality planning for student engagement is lacking to motivate students to participate on-line and in person.</p> <p>Problem Statement 2: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. Root Cause: Adults need to be more engaging with the students.</p> <p>Problem Statement 4: In 2019, the TELPAS success rate was 11% where it needs to be 36%. Root Cause: Course content needs to be better aligned to the ELPS standards in all classes.</p>
School Processes & Programs
<p>Problem Statement 1: In 2019, the TELPAS success rate was 11% where it needs to be 36%. Root Cause: Course content needs to be better aligned to the ELPS standards in all classes.</p>

School Processes & Programs

Problem Statement 4: At this time, only 36% of senior students at Diamond Hill-Jarvis HS have received CCMR credit. **Root Cause:** Quality planning for student engagement is lacking to motivate students to participate on-line and in person.

Problem Statement 5: Per student surveys, only 28% of students are attentive and invested in classes. **Root Cause:** Course content needs to be more interactive and engaging.

Perceptions

Problem Statement 1: Per student surveys, only 28% of students are attentive and invested in classes. **Root Cause:** Course content needs to be more interactive and engaging.

Goal 3: CCMR

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

Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 16.1% to 25% by May 2022.





Increase the percentage of EL student group that is most marginalized by instruction on our campus from 2.4% to 12% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction in all content areas through culturally responsive instruction through standards aligned planning, lesson delivery, and performance data.</p> <p>Strategy's Expected Result/Impact: Improve PSAT results in reading as well as improve the performance of our EL population.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Admin Team Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 4 - Student Learning 1, 2, 4 - School Processes & Programs 1, 4</p> <p>Funding Sources: AVID Summer Institute - Title I (211) - 211-12-6411-04N-004-30-510-000000-22F10 - \$5,000, AVID Summer Institute - Title I (211) - 211-23-6411-04N-004-30-510-000000-22F10 - \$5,000, AVID Summer Institute & As Warranted PD request by Teachers - Title I (211) - 211-11-6116-0PD-004-30-510-000000-22F10 - \$7,400, - Title I (211) - 211-13-6329-04N-004-30-510-000000-22F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of Freshmen Success Team will ensure students are on track toward graduation.</p> <p>Strategy's Expected Result/Impact: Data will demonstrate that 85% of freshmen will obtain 6 credits by the end of the year. (DG1-3) 90% of freshmen will not fail one semester of a core content course. (DG1-3) 95% average daily attendance or higher for freshmen. (DG4)</p> <p>Staff Responsible for Monitoring: Freshman AP Freshman Success Coach Freshman Team Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 5 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. Root Cause: Adults need to be more engaging with the students.</p>
<p>Problem Statement 4: In 2019, the TELPAS success rate was 11% where it needs to be 36%. Root Cause: Course content needs to be better aligned to the ELPS standards in all classes.</p>
Student Learning
<p>Problem Statement 1: At this time, only 36% of senior students at Diamond Hill-Jarvis HS have received CCMR credit. Root Cause: Quality planning for student engagement is lacking to motivate students to participate on-line and in person.</p>
<p>Problem Statement 2: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. Root Cause: Adults need to be more engaging with the students.</p>
<p>Problem Statement 4: In 2019, the TELPAS success rate was 11% where it needs to be 36%. Root Cause: Course content needs to be better aligned to the ELPS standards in all classes.</p>
School Processes & Programs
<p>Problem Statement 1: In 2019, the TELPAS success rate was 11% where it needs to be 36%. Root Cause: Course content needs to be better aligned to the ELPS standards in all classes.</p>

School Processes & Programs

Problem Statement 4: At this time, only 36% of senior students at Diamond Hill-Jarvis HS have received CCMR credit. **Root Cause:** Quality planning for student engagement is lacking to motivate students to participate on-line and in person.

Problem Statement 5: Per student surveys, only 28% of students are attentive and invested in classes. **Root Cause:** Course content needs to be more interactive and engaging.

Perceptions

Problem Statement 1: Per student surveys, only 28% of students are attentive and invested in classes. **Root Cause:** Course content needs to be more interactive and engaging.

Goal 3: CCMR





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

Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 2.8% to 15% by May 2022.

Increase the percentage of EL student group that is most marginalized by instruction on our campus from 0% to 10% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: SAT

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction in all content areas through culturally responsive instruction through standards aligned planning, lesson delivery, and performance data.</p> <p>Strategy's Expected Result/Impact: Improve PSAT results in reading as well as improve the performance of our EL population.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Admin Team Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 4 - Student Learning 1, 2, 4 - School Processes & Programs 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. Root Cause: Adults need to be more engaging with the students.</p>
<p>Problem Statement 4: In 2019, the TELPAS success rate was 11% where it needs to be 36%. Root Cause: Course content needs to be better aligned to the ELPS standards in all classes.</p>
Student Learning
<p>Problem Statement 1: At this time, only 36% of senior students at Diamond Hill-Jarvis HS have received CCMR credit. Root Cause: Quality planning for student engagement is lacking to motivate students to participate on-line and in person.</p>
<p>Problem Statement 2: There is a large gap in students by race in terms of percentage receiving CCMR credit as of this time. 10% of Black, 38.22% of Hispanic compared to 42.86% of White students have received CCMR credit. Root Cause: Adults need to be more engaging with the students.</p>

Student Learning

Problem Statement 4: In 2019, the TELPAS success rate was 11% where it needs to be 36%. **Root Cause:** Course content needs to be better aligned to the ELPS standards in all classes.

School Processes & Programs

Problem Statement 1: In 2019, the TELPAS success rate was 11% where it needs to be 36%. **Root Cause:** Course content needs to be better aligned to the ELPS standards in all classes.

Problem Statement 4: At this time, only 36% of senior students at Diamond Hill-Jarvis HS have received CCMR credit. **Root Cause:** Quality planning for student engagement is lacking to motivate students to participate on-line and in person.

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 are chronically absent from 25.4% to 10% by May 2022.

Decrease the number and percentage of Hispanic students that is most marginalized by instruction on our campus from 26% to 10% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Being sensitive to the current climate of the nation and ongoing pandemic; allow student to make up attendance that may jeopardize receiving credits</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-004-24-243-000000- - \$3,058, - SCE (199 PIC 24) - 199-11-6116-001-004-24-243-000000- - \$6,260, - SCE (199 PIC 24) - 199-13-6117-001-004-24-243-000000- - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Increase positive response by students to the learning environment on the Panorama SEL Survey from 55.6% to 70% by May 2022.

Increase the positive response by African American students or the group that is most marginalized by instruction on our campus (gender, race, program, other) from X% to Y% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: SEL survey

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 3: Decrease the number of in and out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from .4 to 0 by May 2022.

Targeted or ESF High Priority





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 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 85% to 100% by May 2022.
Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2022.

Goal 5: Parent Engagement and Support

Performance Objective 1: Host parent night once a month to support and gather information on the needs of the community.

Strategy 1 Details	Reviews			
<p>Strategy 1: 1. Hire a Family Communication Liaison. Schedule dates and add them to school calendar. 2. Snacks for Parent Engagement. 3. Posted stamps or mailers for Parent Engagement</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Title I (211) - 211-61-6399-04L-004-30-510-000000-22F10 - \$5,000, Vacant_Family Comm Liasion, PC - - Title I (211) - 211-61-6119-04L-004-30-510-000000-22F10 - \$9,000, Shelbon, Gerald - Family Comm Specialist - - Title I (211) - 211-61-6129-04L-004-30-510-000000-22F10 - \$31,382, - Title I (211) - 211-61-6499-04L-004-30-510-000000-22F10 - \$3,500</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>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
BROWN, AMY	TEACHER	TITLE 1	
OWENS, ANGELA	DATA ANALYST	TITLE 1	
SHELBON, GERALD	FAMILY COMM SPEACIALIST	TITLE 1	
SKELTON, SHELLY	TEACHER	TITLE 1	

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-004-30-510-000000-22F10	\$5,000.00
1	1	1	Small Groups for Retesters -	Subs for supplemental instruction	211-11-6112-04N-004-30-510-000000-22F10	\$5,000.00
1	1	1		Tutors without degree	211-11-6127-04N-004-30-510-000000-22F10	\$5,000.00
1	1	1		Tutors with degree or certified	211-11-6117-04N-004-30-510-000000-22F10	\$5,000.00
1	1	1		Snacks or incentives for students	211-11-6499-04N-004-30-510-000000-22F10	\$3,000.00
1	2	1		Supplies and materials for instructional use	211-11-6399-04N-004-30-510-000000-22F10	\$8,203.00
1	2	1		Reading materials for classroom use	211-11-6329-04N-004-30-510-000000-22F10	\$1,000.00
1	3	1	Owens, Angela _ Data Analyst -	Data Analyst	211-13-6119-04N-004-30-510-000000-22F10	\$75,835.00
1	3	1	Brown, Amy _ Title 1 Teacher -	Title I Teacher	211-11-6119-04N-004-30-510-000000-22F10	\$67,283.00
2	2	1	Skelton, Shelly _ Title 1 Teacher -	Title I Teacher	211-11-6119-04N-004-30-510-000000-22F10	\$64,520.00
2	2	2	IXL	Supplies and materials for instructional use	211-11-6399-04N-004-30-510-000000-22F10	\$17,000.00
3	3	1	AVID Summer Institute	Extra duty pay for PD after hours (Support Personnel)	211-12-6411-04N-004-30-510-000000-22F10	\$5,000.00
3	3	1	AVID Summer Institute	Extra duty pay for PD after hours (Support Personnel)	211-23-6411-04N-004-30-510-000000-22F10	\$5,000.00
3	3	1	AVID Summer Institute & As Warranted PD request by Teachers	Extra duty pay for PD after hours	211-11-6116-0PD-004-30-510-000000-22F10	\$7,400.00
3	3	1		Reading materials for professional development	211-13-6329-04N-004-30-510-000000-22F10	\$5,000.00
5	1	1		Supplies and materials for parental involvement	211-61-6399-04L-004-30-510-000000-22F10	\$5,000.00
5	1	1	Vacant _ Family Comm Liasion, PC -	Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-004-30-510-000000-22F10	\$9,000.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
5	1	1	Shelbon, Gerald - Family Comm Specialist -	Family Engagement Specialist	211-61-6129-04L-004-30-510-000000-22F10	\$31,382.00
5	1	1		Snacks for parents to promote participation	211-61-6499-04L-004-30-510-000000-22F10	\$3,500.00
Sub-Total						\$328,123.00
Budgeted Fund Source Amount						\$328,123.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
4	1	1		Supplies and materials for instructional use	199-11-6399-001-004-24-243-000000-	\$3,058.00
4	1	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-004-24-243-000000-	\$6,260.00
4	1	1		Tutors with degree or certified	199-13-6117-001-004-24-243-000000-	\$2,500.00
Sub-Total						\$11,818.00
Budgeted Fund Source Amount						\$11,818.00
+/- Difference						\$0.00
Grand Total						\$339,941.00