

Fort Worth Independent School District
122 Diamond Hill Elementary School
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

To prepare all students to be life-long learners who are responsible, kind and productive members of the community.

Vision

Diamond Hill Elementary is a place of excellence where all students are engaged in high quality, real world learning.

Value Statement

At DHE We Set the Stage for Success!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We, Diamond Hill Elementary, are an urban school with a total enrollment of 553 with a population of 96% Hispanic, 3% White, and 1% Other. More than a quarter of our staff either grew up in or went to Diamond Hill ES as a child. All of our students are being served by a certified teacher. Our school offers Bilingual, Gifted and Talented, as well as two branches of Special Education; Inclusion and Rise. Our school is supported by a number of community partners such as Food City, Kiwanis, and Lasko.

Demographics Strengths

All bilingual students are serviced by a bilingual certified teacher. Special Education students (SE) are serviced by SE Certified Teachers and Teacher Assistants. Two Dyslexia Teachers are servicing our Dyslexia identified students.

One of our Dyslexia Teachers, SE Teachers, and SE Teacher Assistants are bilingual which allows for our bilingual population to be serviced. Our campus is composed of 96% Hispanic.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): At the end of the 2019-20 school year our students averaged a 96% attendance rate in comparison with 92% this year at the same time. **Root Cause:** Lack of communication to help parents and staff understand attendance policies. and procedures associated with the transitioning platforms as well as family dynamics and needs.

Student Learning

Student Learning Summary

Our accountability rating from 2018-2019 was a C (79.4).

In regard to MATH MAP Growth Data, we have an Average BOY RIT score of 175 and a MOY RIT score of 181. The percent MET NORM was 40% for BOY and 30% for MOY. Our Percent Met Growth from BOY to MOY was a 33%. Every grade level increased their average RIT score from BOY to MOY. Kinder, 1st, and 4th increased their Avg. RIT the most. Kinder's RIT average was above the National Norm.

READING ENG. MAP Growth Data, we have an Average BOY RIT score of 176 and a MOY RIT score of 179. The percent MET NORM was 39% for BOY and 24% for MOY. Our Percent Met Growth from BOY to MOY was at 29%. Five out of six grade levels increased their average RIT score from BOY to MOY.

READING SPAN. MAP Growth Data, we have an Average BOY RIT score of 164 and a MOY RIT score of 167. The percent MET NORM was 47% for BOY and 35% for MOY. Our Percent Met Growth from BOY to MOY was a 33%.

Student Learning Strengths

There was a slight increase in our "MAP Percent Met Growth" in Math, Reading, and Reading Spanish from BOY to MOY.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our MOY MAP Math data indicates that 4 out of our 6 grade levels did not meet their projected growth. Furthermore, EL students under performed all subgroups (K-32%, 1-22%, 2-20%, 3-34%, 4-50%, 5-28%). **Root Cause:** There is a need for additional opportunities for horizontal and vertical alignment that includes time for TEK analysis and team planning for real world application.

Problem Statement 2 (Prioritized): Our MOY MAP Reading data indicates that an average of 24% of students met projected growth in grades K-2. **Root Cause:** Teachers lack a solid foundation of teaching the science of reading and phonics with a deeper understanding of strategies to provide scaffolding and differentiation.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction: Utilizing NWEA MAP as our main source of data for Math and Reading. Organization Instructional: Lexia reading and Renaissance (AR) reading programs enhance and hold students/teachers responsible for increasing sustained reading throughout the school year. In addition, our initiatives such as the after school program, sports, fine art clubs, and DHE LLI intensive summer school program help us meet the needs of the whole child.

School Processes & Programs Strengths

Administration and Support Staff are crucial to the running of the campus, offering a support system within the classroom and personal parameters.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our current Multi Tier Support System (MTSS) procedures are not meeting the individual needs of our students. There is a lack of solid evidence and data to indicate the support to the individual needs of students. **Root Cause:** Our teachers have identified the need for additional differentiated trainings to deepen their understanding of how to utilize Branching Minds and other resources to develop targeted student plans as part of the Multi Tier Support System (MTSS).

Perceptions

Perceptions Summary

Our Mission is to prepare all students to be life-long learners who are responsible, kind and productive members of the community. Diamond Hill ES is a place of excellence where all students are engaged in high quality, real world learning.

Perceptions Strengths

Ms. Garcia, our Librarian, spearheaded the massive distribution of chrome books making our campus one to one. Teachers feel more equipped using technology as a tool for instruction due to the hybrid model of in-person/virtual.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need for increased Social Emotional Learning across grade levels. Our campus wide survey indicates that 48% of students feel unequipped to self-regulate and resolve conflicts. **Root Cause:** Lack of additional strategies and PLCs connected to the understanding on how to facilitate and support the varied SEL needs in the classroom.

Priority Problem Statements

Problem Statement 1: At the end of the 2019-20 school year our students averaged a 96% attendance rate in comparison with 92% this year at the same time.

Root Cause 1: Lack of communication to help parents and staff understand attendance policies. and procedures associated with the transitioning platforms as well as family dynamics and needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our MOY MAP Math data indicates that 4 out of our 6 grade levels did not meet their projected growth. Furthermore, EL students under performed all subgroups (K-32%, 1-22%, 2-20%, 3-34%, 4-50%, 5-28%).

Root Cause 2: There is a need for additional opportunities for horizontal and vertical alignment that includes time for TEK analysis and team planning for real world application.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our MOY MAP Reading data indicates that an average of 24% of students met projected growth in grades K-2.

Root Cause 3: Teachers lack a solid foundation of teaching the science of reading and phonics with a deeper understanding of strategies to provide scaffolding and differentiation.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need for increased Social Emotional Learning across grade levels. Our campus wide survey indicates that 48% of students feel unequipped to self-regulate and resolve conflicts.

Root Cause 4: Lack of additional strategies and PLCs connected to the understanding on how to facilitate and support the varied SEL needs in the classroom.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Our current Multi Tier Support System (MTSS) procedures are not meeting the individual needs of our students. There is a lack of solid evidence and data to indicate the support to the individual needs of students.

Root Cause 5: Our teachers have identified the need for additional differentiated trainings to deepen their understanding of how to utilize Branching Minds and other resources to develop targeted student plans as part of the Multi Tier Support System (MTSS).

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- 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 progress
- Special programs 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- 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
- Professional development needs assessment data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: October 4, 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 PK students who score On Track on Circle Phonological Awareness in English from 29% to 40% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 64% to 70% by May 2022.

Evaluation Data Sources: Fort Worth Independent School District Circle Progress Monitoring Pre-K Campus Reports 2020-2021 (Wave 2)

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of TIER 1 Literacy Instruction through the use of targeted, research-based materials, practices, and strategies including vertically aligned PLCs, literacy PD, peer coaching, differentiated instruction, ELL strategies and performance data.</p> <p>Strategy's Expected Result/Impact: RESULT: Meet the Performance Objective 1-Increase the percentage of PK students who score On Track on Circle Phonological Awareness. IMPACT: Students' Growth</p> <p>Staff Responsible for Monitoring: Administration Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Instructional supplies, paper, ink, manipulatives. - Title I (211) - 211-11-6399-04E-122-30-510-000000-22F10 - \$8,191</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: At the end of the 2019-20 school year our students averaged a 96% attendance rate in comparison with 92% this year at the same time. Root Cause: Lack of communication to help parents and staff understand attendance policies. and procedures associated with the transitioning platforms as well as family dynamics and needs.</p>
School Processes & Programs
<p>Problem Statement 1: Our current Multi Tier Support System (MTSS) procedures are not meeting the individual needs of our students. There is a lack of solid evidence and data to indicate the support to the individual needs of students. Root Cause: Our teachers have identified the need for additional differentiated trainings to deepen their understanding of how to utilize Branching Minds and other resources to develop targeted student plans as part of the Multi Tier Support System (MTSS).</p>

Perceptions

Problem Statement 1: There is a need for increased Social Emotional Learning across grade levels. Our campus wide survey indicates that 48% of students feel unequipped to self-regulate and resolve conflicts. **Root Cause:** Lack of additional strategies and PLCs connected to the understanding on how to facilitate and support the varied SEL needs in the classroom.

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 Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 30% to 35% by May 2022.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 22% to 30% by May 2022.

Evaluation Data Sources: Fort Worth Independent School District (ES Data-CIP Companion Guide)

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of TIER 1 Literacy Instruction through the use of targeted, research-based materials, practices, and strategies including vertically aligned PLCs, literacy PD, peer coaching, differentiated instruction, ELL strategies and performance data.</p> <p>Strategy's Expected Result/Impact: RESULT: Meet the Performance Objective 2-Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators. IMPACT: Students' Growth</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team (ILT)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Supplemental student support for all content areas. - Title I (211) - 211-11-6129-04U-122-30-510-000000-22F10 - \$25,071, Substitutes for professional development - Title I (211) - 211-11-6112-0PD-122-30-510-000000-22F10 - \$6,472</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: At the end of the 2019-20 school year our students averaged a 96% attendance rate in comparison with 92% this year at the same time. Root Cause: Lack of communication to help parents and staff understand attendance policies. and procedures associated with the transitioning platforms as well as family dynamics and needs.</p>
Student Learning
<p>Problem Statement 2: Our MOY MAP Reading data indicates that an average of 24% of students met projected growth in grades K-2. Root Cause: Teachers lack a solid foundation of teaching the science of reading and phonics with a deeper understanding of strategies to provide scaffolding and differentiation.</p>

School Processes & Programs

Problem Statement 1: Our current Multi Tier Support System (MTSS) procedures are not meeting the individual needs of our students. There is a lack of solid evidence and data to indicate the support to the individual needs of students. **Root Cause:** Our teachers have identified the need for additional differentiated trainings to deepen their understanding of how to utilize Branching Minds and other resources to develop targeted student plans as part of the Multi Tier Support System (MTSS).

Perceptions

Problem Statement 1: There is a need for increased Social Emotional Learning across grade levels. Our campus wide survey indicates that 48% of students feel unequipped to self-regulate and resolve conflicts. **Root Cause:** Lack of additional strategies and PLCs connected to the understanding on how to facilitate and support the varied SEL needs in the classroom.

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 Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 29% to 40% by May 2022.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 33% to 45% by May 2022.

Evaluation Data Sources: Fort Worth Independent School District MAP Growth-Reading Spanish (Middle of the Year 2020-2021-PERCENT MET BOY TO MOY PROJECTED GROWTH BY GRADE LEVEL)
 Fort Worth Independent School District MAP Growth-Reading English (Middle of the Year 2020-2021-PERCENT MET BOY TO MOY PROJECTED GROWTH BY GRADE LEVEL)

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of TIER 1 Literacy Instruction through the use of targeted, research-based materials, practices, and strategies including vertically aligned PLCs, literacy PD, peer coaching, differentiated instruction, ELL strategies and performance data.</p> <p>Strategy's Expected Result/Impact: RESULT: Meet the Performance Objective 3-Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading. IMPACT: Students' Growth</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team (ILT)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Data Analyst teacher guide and training on data analysis and curriculum implementation. - Title I (211) - 211-13-6119-04E-122-30-510-000000-22F10 - \$66,822, Technology for Data Analyst to be used during data meetings and PLCs. - Title I (211) - 211-13-6396-04E-122-30-510-000000-22F10 - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: At the end of the 2019-20 school year our students averaged a 96% attendance rate in comparison with 92% this year at the same time. Root Cause: Lack of communication to help parents and staff understand attendance policies. and procedures associated with the transitioning platforms as well as family dynamics and needs.</p>
Student Learning
<p>Problem Statement 2: Our MOY MAP Reading data indicates that an average of 24% of students met projected growth in grades K-2. Root Cause: Teachers lack a solid foundation of teaching the science of reading and phonics with a deeper understanding of strategies to provide scaffolding and differentiation.</p>

School Processes & Programs

Problem Statement 1: Our current Multi Tier Support System (MTSS) procedures are not meeting the individual needs of our students. There is a lack of solid evidence and data to indicate the support to the individual needs of students. **Root Cause:** Our teachers have identified the need for additional differentiated trainings to deepen their understanding of how to utilize Branching Minds and other resources to develop targeted student plans as part of the Multi Tier Support System (MTSS).

Perceptions

Problem Statement 1: There is a need for increased Social Emotional Learning across grade levels. Our campus wide survey indicates that 48% of students feel unequipped to self-regulate and resolve conflicts. **Root Cause:** Lack of additional strategies and PLCs connected to the understanding on how to facilitate and support the varied SEL needs in the classroom.





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 DL-PK students who score On Track on Circle Math from 59% to 65% by May 2022. Increase the percentage of RP-PK students who score On Track on Circle Math from 72% to 75% by May 2022.

Evaluation Data Sources: Fort Worth Independent School District Circle Progress Monitoring Pre-K Campus Reports 2020-2021 (Wave 2)

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of TIER 1 Mathematics instruction and targeted differentiation through the use of research based instructional strategies and materials, including regular vertical PLC's to improve coordinated standards-aligned planning, and staff training targeted to improve understanding and provide instructional personnel with research based resources and strategies.</p> <p>Strategy's Expected Result/Impact: RESULT: Increase the percentage of PK students who score On Track on Circle Math. IMPACT: Students' Growth</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team (ILT)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Staff Professional Development/Contracted Services (Such as Kagan) - Title I (211) - 211-13-6299-04E-122-30-510-000000-22F10 - \$9,000, Supplemental support for Math & Science. - Title I (211) - 211-11-6129-021-122-30-510-000000-22F10 - \$27,910</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: At the end of the 2019-20 school year our students averaged a 96% attendance rate in comparison with 92% this year at the same time. Root Cause: Lack of communication to help parents and staff understand attendance policies. and procedures associated with the transitioning platforms as well as family dynamics and needs.</p>
Student Learning
<p>Problem Statement 1: Our MOY MAP Math data indicates that 4 out of our 6 grade levels did not meet their projected growth. Furthermore, EL students under performed all subgroups (K-32%, 1-22%, 2-20%, 3-34%, 4-50%, 5-28%). Root Cause: There is a need for additional opportunities for horizontal and vertical alignment that includes time for TEK analysis and team planning for real world application.</p>
School Processes & Programs
<p>Problem Statement 1: Our current Multi Tier Support System (MTSS) procedures are not meeting the individual needs of our students. There is a lack of solid evidence and data to indicate the support to the individual needs of students. Root Cause: Our teachers have identified the need for additional differentiated trainings to deepen their understanding of how to utilize Branching Minds and other resources to develop targeted student plans as part of the Multi Tier Support System (MTSS).</p>

Perceptions

Problem Statement 1: There is a need for increased Social Emotional Learning across grade levels. Our campus wide survey indicates that 48% of students feel unequipped to self-regulate and resolve conflicts. **Root Cause:** Lack of additional strategies and PLCs connected to the understanding on how to facilitate and support the varied SEL needs in the classroom.

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 Kinder students who score On Track on TX-KEA Math from 35% to 40% by May 2022.

Increase the percentage of EL students that is most marginalized by instruction on our campus from 17% to 25% by May 2022.

Evaluation Data Sources: Fort Worth Independent School District (ES Data-CIP Companion Guide)

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of TIER 1 Mathematics instruction and targeted differentiation through the use of research based instructional strategies and materials, including regular vertical PLC's to improve coordinated standards-aligned planning, and staff training targeted to improve understanding and provide instructional personnel with research based resources and strategies.</p> <p>Strategy's Expected Result/Impact: RESULT: Increase the percentage of Kinder students who score On Track on TX-KEA Math. IMPACT: Students' Growth</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team (ILT)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: At the end of the 2019-20 school year our students averaged a 96% attendance rate in comparison with 92% this year at the same time. Root Cause: Lack of communication to help parents and staff understand attendance policies. and procedures associated with the transitioning platforms as well as family dynamics and needs.</p>
Student Learning
<p>Problem Statement 1: Our MOY MAP Math data indicates that 4 out of our 6 grade levels did not meet their projected growth. Furthermore, EL students under performed all subgroups (K-32%, 1-22%, 2-20%, 3-34%, 4-50%, 5-28%). Root Cause: There is a need for additional opportunities for horizontal and vertical alignment that includes time for TEK analysis and team planning for real world application.</p>
School Processes & Programs
<p>Problem Statement 1: Our current Multi Tier Support System (MTSS) procedures are not meeting the individual needs of our students. There is a lack of solid evidence and data to indicate the support to the individual needs of students. Root Cause: Our teachers have identified the need for additional differentiated trainings to deepen their understanding of how to utilize Branching Minds and other resources to develop targeted student plans as part of the Multi Tier Support System (MTSS).</p>

Perceptions

Problem Statement 1: There is a need for increased Social Emotional Learning across grade levels. Our campus wide survey indicates that 48% of students feel unequipped to self-regulate and resolve conflicts. **Root Cause:** Lack of additional strategies and PLCs connected to the understanding on how to facilitate and support the varied SEL needs in the classroom.

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 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on Mathematics MAP Growth from 33% to 40% by May 2022.

Increase the percentage of EL students that is most marginalized by instruction on our campus from 30% to 35% by May 2022.

Evaluation Data Sources: Fort Worth Independent School District (ES Data-CIP Companion Guide)

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of TIER 1 Mathematics instruction and targeted differentiation through the use of research based instructional strategies and materials, including regular vertical PLC's to improve coordinated standards-aligned planning, and staff training targeted to improve understanding and provide instructional personnel with research based resources and strategies.</p> <p>Strategy's Expected Result/Impact: RESULT: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on Mathematics MAP Growth. IMPACT: Students' Growth</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team (ILT)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Materials and Resources to supplement instruction - Title I (211) - 211-11-6399-04E-122-30-510-000000-22F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: At the end of the 2019-20 school year our students averaged a 96% attendance rate in comparison with 92% this year at the same time. Root Cause: Lack of communication to help parents and staff understand attendance policies. and procedures associated with the transitioning platforms as well as family dynamics and needs.</p>
Student Learning
<p>Problem Statement 1: Our MOY MAP Math data indicates that 4 out of our 6 grade levels did not meet their projected growth. Furthermore, EL students under performed all subgroups (K-32%, 1-22%, 2-20%, 3-34%, 4-50%, 5-28%). Root Cause: There is a need for additional opportunities for horizontal and vertical alignment that includes time for TEK analysis and team planning for real world application.</p>
School Processes & Programs
<p>Problem Statement 1: Our current Multi Tier Support System (MTSS) procedures are not meeting the individual needs of our students. There is a lack of solid evidence and data to indicate the support to the individual needs of students. Root Cause: Our teachers have identified the need for additional differentiated trainings to deepen their understanding of how to utilize Branching Minds and other resources to develop targeted student plans as part of the Multi Tier Support System (MTSS).</p>

Perceptions

Problem Statement 1: There is a need for increased Social Emotional Learning across grade levels. Our campus wide survey indicates that 48% of students feel unequipped to self-regulate and resolve conflicts. **Root Cause:** Lack of additional strategies and PLCs connected to the understanding on how to facilitate and support the varied SEL needs in the classroom.


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 3-5 grade students scoring at MEETS or above on STAAR Reading from 41% to 45% by May 2022.


Evaluation Data Sources: Fort Worth Independent School District (ES Data-CIP Companion Guide)

Strategy 1 Details	Reviews			
<p>Strategy 1: Use targeted, student data analysis and research-based resources to improve the quality of TIER 1 Reading instruction across all content areas including the use of standards aligned, vertical planning, and effective engaging lesson delivery.</p> <p>Strategy's Expected Result/Impact: RESULT: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading. IMPACT: Students' Growth</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team (ILT)</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Tutoring and Saturday Camp Funding - Title I (211) - 211-11-6116-04E-122-30-510-000000-22F10 - \$1,500, Supplies and materials for supplemental instruction such as tutoring and camps. - SCE (199 PIC 24) - 199-13-6117-001-122-24-313-000000- - \$5,100, Funding for Accelerated Reading for during and after school. - Title I (211) - 211-11-6329-04E-122-30-510-000000-22F10 - \$4,100, Funding for after school PLC opportunities. - Title I (211) - 211-11-6116-0PD-122-30-510-000000-22F10 - \$2,000, Library will expand selection of books that represent our school demographics. - Title I (211) - 211-12-6329-04E-122-30-510-000000-22F10 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: At the end of the 2019-20 school year our students averaged a 96% attendance rate in comparison with 92% this year at the same time. Root Cause: Lack of communication to help parents and staff understand attendance policies. and procedures associated with the transitioning platforms as well as family dynamics and needs.</p>
Student Learning
<p>Problem Statement 2: Our MOY MAP Reading data indicates that an average of 24% of students met projected growth in grades K-2. Root Cause: Teachers lack a solid foundation of teaching the science of reading and phonics with a deeper understanding of strategies to provide scaffolding and differentiation.</p>
School Processes & Programs
<p>Problem Statement 1: Our current Multi Tier Support System (MTSS) procedures are not meeting the individual needs of our students. There is a lack of solid evidence and data to indicate the support to the individual needs of students. Root Cause: Our teachers have identified the need for additional differentiated trainings to deepen their understanding of how to utilize Branching Minds and other resources to develop targeted student plans as part of the Multi Tier Support System (MTSS).</p>

Perceptions

Problem Statement 1: There is a need for increased Social Emotional Learning across grade levels. Our campus wide survey indicates that 48% of students feel unequipped to self-regulate and resolve conflicts. **Root Cause:** Lack of additional strategies and PLCs connected to the understanding on how to facilitate and support the varied SEL needs in the classroom.





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 3-5 grade students scoring at MEETS or above on STAAR Mathematics from 44% to 48% by May 2022.

Evaluation Data Sources: Fort Worth Independent School District (ES Data-CIP Companion Guide)

Strategy 1 Details	Reviews			
<p>Strategy 1: Use targeted, student data analysis and research-based resources to improve the quality of TIER 1 Mathematics instruction across all content areas including the use of standards aligned, vertical planning, and effective engaging lesson delivery.</p> <p>Strategy's Expected Result/Impact: RESULT: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Mathematics. IMPACT: Students' Growth</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team (ILT)</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Purchase Flocabulary Program for supporting all content areas. - Title I (211) - 211-11-6399-04E-122-30-510-000000-22F10 - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: At the end of the 2019-20 school year our students averaged a 96% attendance rate in comparison with 92% this year at the same time. Root Cause: Lack of communication to help parents and staff understand attendance policies. and procedures associated with the transitioning platforms as well as family dynamics and needs.</p>
Student Learning
<p>Problem Statement 1: Our MOY MAP Math data indicates that 4 out of our 6 grade levels did not meet their projected growth. Furthermore, EL students under performed all subgroups (K-32%, 1-22%, 2-20%, 3-34%, 4-50%, 5-28%). Root Cause: There is a need for additional opportunities for horizontal and vertical alignment that includes time for TEK analysis and team planning for real world application.</p>
School Processes & Programs
<p>Problem Statement 1: Our current Multi Tier Support System (MTSS) procedures are not meeting the individual needs of our students. There is a lack of solid evidence and data to indicate the support to the individual needs of students. Root Cause: Our teachers have identified the need for additional differentiated trainings to deepen their understanding of how to utilize Branching Minds and other resources to develop targeted student plans as part of the Multi Tier Support System (MTSS).</p>

Perceptions

Problem Statement 1: There is a need for increased Social Emotional Learning across grade levels. Our campus wide survey indicates that 48% of students feel unequipped to self-regulate and resolve conflicts. **Root Cause:** Lack of additional strategies and PLCs connected to the understanding on how to facilitate and support the varied SEL needs in the classroom.





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 30% to 25% by May 2022.

Decrease the number and percentage of white students or the student group that is most marginalized by instruction on our campus from 25% to 20% by May 2022.

Evaluation Data Sources: Fort Worth Independent School District (ES Data-CIP Companion Guide)

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the Instructional Leadership Team (ILT) and Student Advocacy Action Team in order to implement a school-wide family communication system, data tracking, and incentive pipeline.</p> <p>Strategy's Expected Result/Impact: RESULT/IMPACT: Increase students' attendance.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team (ILT)</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Student incentives - Title I (211) - 211-11-6499-04E-122-30-510-000000-22F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: At the end of the 2019-20 school year our students averaged a 96% attendance rate in comparison with 92% this year at the same time. Root Cause: Lack of communication to help parents and staff understand attendance policies, and procedures associated with the transitioning platforms as well as family dynamics and needs.</p>
School Processes & Programs
<p>Problem Statement 1: Our current Multi Tier Support System (MTSS) procedures are not meeting the individual needs of our students. There is a lack of solid evidence and data to indicate the support to the individual needs of students. Root Cause: Our teachers have identified the need for additional differentiated trainings to deepen their understanding of how to utilize Branching Minds and other resources to develop targeted student plans as part of the Multi Tier Support System (MTSS).</p>
Perceptions
<p>Problem Statement 1: There is a need for increased Social Emotional Learning across grade levels. Our campus wide survey indicates that 48% of students feel unequipped to self-regulate and resolve conflicts. Root Cause: Lack of additional strategies and PLCs connected to the understanding on how to facilitate and support the varied SEL needs in the classroom.</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 69% to 75% by May 2022.

Evaluation Data Sources: Fort Worth Independent School District (ES Data-CIP Companion Guide)

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the ILT and Student Advocacy Action Team in order to implement a school-wide family communication system, data tracking, and incentive pipeline.</p> <p>Strategy's Expected Result/Impact: RESULT: Increase positive response by students on the Panorama SEL Survey. IMPACT: Meeting the SEL needs of our students.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team (ILT)</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Books and resources for staff PD and enrichment. - Title I (211) - 211-13-6329-04E-122-30-510-000000-22F10 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: Our current Multi Tier Support System (MTSS) procedures are not meeting the individual needs of our students. There is a lack of solid evidence and data to indicate the support to the individual needs of students. Root Cause: Our teachers have identified the need for additional differentiated trainings to deepen their understanding of how to utilize Branching Minds and other resources to develop targeted student plans as part of the Multi Tier Support System (MTSS).</p>
Perceptions
<p>Problem Statement 1: There is a need for increased Social Emotional Learning across grade levels. Our campus wide survey indicates that 48% of students feel unequipped to self-regulate and resolve conflicts. Root Cause: Lack of additional strategies and PLCs connected to the understanding on how to facilitate and support the varied SEL needs in the classroom.</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 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 0 to 0 by May 2022.

Evaluation Data Sources: Fort Worth Independent School District (ES Data-CIP Companion Guide)





Strategy 1 Details	Reviews			
Strategy 1: Develop the ILT and Student Advocacy Action Team in order to implement a school-wide family communication system, data tracking, and incentive pipeline.	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>				

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 88% to 90% by May 2022.

Evaluation Data Sources: Fort Worth Independent School District (ES Data-CIP Companion Guide)

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the ILT and Student Advocacy Action Team in order to implement a school-wide family communication system, data tracking, and incentive pipeline.</p> <p>Strategy's Expected Result/Impact: RESULT: Increase the positive perception of parents on the district's Parent Survey. IMPACT: Increase in Parent Engagement and Involvement.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team (ILT)</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: General supplies, materials and resources for parent and community engagement. - Title I (211) - 211-61-6399-04L-122-30-510-000000-22F10 - \$1,500, Resources and books for parental engagement. - Title I (211) - 211-61-6329-04L-122-30-510-000000-22F10 - \$500, Snacks and incentives for parental involvement. - Title I (211) - 211-61-6499-04L-122-30-510-000000-22F10 - \$1,000, Increase technology tools for parent education. - Title I (211) - 211-61-6396-04L-122-30-510-000000-22F10 - \$2,000</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: At the end of the 2019-20 school year our students averaged a 96% attendance rate in comparison with 92% this year at the same time. Root Cause: Lack of communication to help parents and staff understand attendance policies. and procedures associated with the transitioning platforms as well as family dynamics and needs.</p>

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher 1	Nadine Ibarra	Teacher
Classroom Teacher 2	Nidya Hyder	Teacher
Classroom Teacher 3	David Roper	Teacher
DERC Representative 1	Becky Morbach	Librarian
Community Representative 2	Presley Hatcher	Community Representative
Business Representative 1	Jose Benjamin Hernandez	Business Representative 1
Business Representative 2		
Non-classroom Professional	Jacqueline Hill	Dyslexia Teacher
DERC Representative 2		
Additional Representative (optional)	Nidia Escobar	Counselor
Professional District-Level Staff		
Parent 1	Miguel Martinez	Parent 1
Parent 2		
Parent 3		
Community Representative 1		
Non-classroom Professional	Benjamin Hall	Data Analyst
Administrator	Marlyn Martinez	Principal
Administrator	Daisy Sancen-Salinas	Assistant Principal
Classroom Teacher 4	Katherine Amon	Teacher
Community Representative	Mollie Greene	Community Rep.

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Instructional supplies, paper, ink, manipulatives.	Supplies and materials for instructional use	211-11-6399-04E-122-30-510-000000-22F10	\$8,191.00
1	2	1	Supplemental student support for all content areas.	Computer Lab Assistant	211-11-6129-04U-122-30-510-000000-22F10	\$25,071.00
1	2	1	Substitutes for professional development	Subs for professional development	211-11-6112-0PD-122-30-510-000000-22F10	\$6,472.00
1	3	1	Data Analyst teacher guide and training on data analysis and curriculum implementation.	Data Analyst	211-13-6119-04E-122-30-510-000000-22F10	\$66,822.00
1	3	1	Technology for Data Analyst to be used during data meetings and PLCs.	Technology for data analyst	211-13-6396-04E-122-30-510-000000-22F10	\$1,200.00
2	1	1	Staff Professional Development/Contracted Services (Such as Kagan)	Contracted professional development	211-13-6299-04E-122-30-510-000000-22F10	\$9,000.00
2	1	1	Supplemental support for Math & Science.	Science Lab Assistant	211-11-6129-021-122-30-510-000000-22F10	\$27,910.00
2	3	1	Materials and Resources to supplement instruction	Supplies and materials for instructional use	211-11-6399-04E-122-30-510-000000-22F10	\$500.00
3	1	1	Tutoring and Saturday Camp Funding	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-122-30-510-000000-22F10	\$1,500.00
3	1	1	Funding for Accelerated Reading for during and after school.	Reading materials for classroom use	211-11-6329-04E-122-30-510-000000-22F10	\$4,100.00
3	1	1	Funding for after school PLC opportunities.	Extra duty pay for PD after hours	211-11-6116-0PD-122-30-510-000000-22F10	\$2,000.00
3	1	1	Library will expand selection of books that represent our school demographics.	Reading materials for library use	211-12-6329-04E-122-30-510-000000-22F10	\$5,000.00
3	2	1	Purchase Flocabulary Program for supporting all content areas.	Supplies and materials for instructional use	211-11-6399-04E-122-30-510-000000-22F10	\$2,500.00
4	1	1	Student incentives	Snacks or incentives for students	211-11-6499-04E-122-30-510-000000-22F10	\$500.00
4	2	1	Books and resources for staff PD and enrichment.	Reading materials for professional development	211-13-6329-04E-122-30-510-000000-22F10	\$1,500.00
4	4	1	General supplies, materials and resources for parent and community engagement.	Supplies and materials for parental involvement	211-61-6399-04L-122-30-510-000000-22F10	\$1,500.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
4	4	1	Resources and books for parental engagement.	Take home books for parental engagement	211-61-6329-04L-122-30-510-000000-22F10	\$500.00
4	4	1	Snacks and incentives for parental involvement.	Snacks for parents to promote participation	211-61-6499-04L-122-30-510-000000-22F10	\$1,000.00
4	4	1	Increase technology tools for parent education.	Technology for family engagement	211-61-6396-04L-122-30-510-000000-22F10	\$2,000.00
Sub-Total						\$167,266.00
Budgeted Fund Source Amount						\$167,266.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
3	1	1	Supplies and materials for supplemental instruction such as tutoring and camps.	Tutors with degree or certified	199-13-6117-001-122-24-313-000000-	\$5,100.00
Sub-Total						\$5,100.00
Budgeted Fund Source Amount						\$5,100.00
+/- Difference						\$0.00
Grand Total						\$172,366.00

Addendums