Fort Worth Independent School District
122 Diamond Hill Elementary School
2022-2023 Campus Improvement Plan
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

Built in 1885, the first school in the Diamond Hill area was named Ellis school and was originally part of the Marine Common school district. It was a small one-room wooden structure located on NE 29th st. By 1924, Diamond Hill officially became part of the Fort Worth school system. The Diamond Hill Elementary School (DHE) mission is to prepare all students to be lifelong learners who are responsible, kind, and productive members of the community. DHE is a place of excellence where all students are engaged in high-quality, real-world learning.

Currently, we serve 477 students in the surrounding neighborhood with a student population composed of 96.1% Hispanic, 2% White, 1.3% African American, and .8% Other. More than 25% of our faculty and staff either grew up in the neighborhood or attended DHE. Our school offers Bilingual and Gifted & Talented programs, as well as two branches of Special Education—Inclusion and Rise. Our school is supported by a number of community partners such as Fed Ex, Food City, Kiwanis, and Lasko.

Demographics Strengths

All our bilingual students are serviced by a bilingual certified teacher. Special education (SE) students are serviced by SE-certified teachers and Teacher Assistants. Our dyslexia-identified students are serviced by two certified dyslexia teachers.

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 2020-21 school year our students averaged a 93% 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.

Problem Statement 2 (Prioritized): Students requiring designated supports on state assessments need to be identified sooner so appropriate interventions can be made in the classroom prior to testing grades. 8% of students in non-tested grades are identified as either 504/SPED, while 26% of students in grades 3-5 are identified as such. Root Cause: The MTSS process was not implemented with fidelity.
Student Learning

Student Learning Summary

2021 --> 2022 STAAR 3-5 Average Progress Summary (Students at APPROACHES or higher):

- STAAR Reading: 50% --> 63%
- STAAR Math: 35% --> 62%
- STAAR Science: 40% --> 44%

2022 MAP Growth Math % of Students Who Met FA>FA Projected Growth:

- 1st: 31%
- 2nd: 59%
- 3rd: 32%
- 4th: 75%
- 5th: 72%

2022 MAP Growth Reading (EN) % of Students Who Met FA>FA Projected Growth:

- 1st: 32%
- 2nd: 22%
- 3rd: 58%
- 4th: 48%
- 5th: 46%

Student Learning Strengths

Across all our STAAR grade levels and subjects, we increased the percentage of students at the APPROACHES level and above by an average of more than 14.5 points.

In our upper (STAAR-tested) grade levels, we increased the percentage of students who met their projected growth for MAP Growth Math.

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. (K-39%, 1-33%, 2-41%, 3-63%, 4-54%, 5-45%). Root Cause: There is a need to fortify and build capacity pertaining to math instruction. Lack of campus wide problem solving system.

Problem Statement 2 (Prioritized): Our MOY MAP Reading data indicates that an average of 28% 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 Growth as our main source of data for Math and Reading.

- There currently exists a large disparity between our highest and lowest-achieving students in many classrooms. The average difference in RIT scores between our highest and lowest achieving Ss in Math and Reading, across all grade levels, are 49 and 52 points, respectively.
- We have 283 bilingual students on our campus and their needs are not being met due to a lack of FWISD clear guidelines on what is expected in bilingual classrooms.

Organization & Context, Scheduling, Support, et cetera: Lexia Core5 and Renaissance (AR) reading programs enhance and hold students and teachers accountable for the sustained increase in reading and Lexile levels throughout the school year.

- The librarian's schedule doesn't allow for all Ss to get equal time in the library. The classes we're seeing in the library consistently achieve measurably higher on local and state assessments for reading.
- The percentage of students who met their projected RIT score for MOY MAP Growth Reading was 8.1 percentage points higher for classes that regularly use their allotted library minutes.

School Processes & Programs Strengths

Organization & Context, Scheduling, Support, et cetera:

- Staff training in Restorative Practices
- Scheduling updates/changes to support the fewest possible interruptions due to district assessment schedules
- Development of a streamlined MTSS process
- Creation of a dedicated Student Support Team
- High Impact Tutoring

Curriculum and Instruction:

- Professional Development Opportunities:
  - Kagan Instructional/Engagement Techniques
  - Technology
  - Fundamental Five
- After-School Clubs:
  - Choir, Buckets, Garden Club, Cheerleading, Sports, and Homework Club

Problem Statements Identifying School Processes & Programs Needs
**Problem Statement 1 (Prioritized):** Based on our 2021-2022 MAP data, 84 out of 283 (30%) bilingual students decreased RIT scores from BOY to MOY in MATH AND READING. **Root Cause:** We are in need of PLCs pertaining to bilingual programming in order to set clear expectations of implementation. Therefore, promoting consistency at the campus.

**Problem Statement 2 (Prioritized):** 31% teachers have 0-3 years of teaching experience. **Root Cause:** We are in need of more opportunities to build capacity for new Teachers.

**Problem Statement 3:** For Spring of 2021 STAAR performance (all content and grade levels), 43% of students reached Approaches level of performance as opposed of 72% in 2019. **Root Cause:** There is a lack of more structured opportunities to engage in data analysis.
Perceptions

Perceptions Summary

Based on the SEL Emotional Regulation section of the Panorama Survey (Fall 2021), 50% of DHE students reported that they are unable to regulate their emotions.

Based on the Growth Mindset section of the Teacher Panorama Survey (Fall 2021), 31% of DHE Teachers felt unequipped to improve their teaching over time.

Based on the Engagement section of the Panorama Survey (Fall 2021), 28% of DHE students reported a lack of engagement when in class.

Perceptions Strengths

Within our campus and according to our Panorama survey 89% of students feel they have supportive relationships with friends, family, and adults at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on the SEL Emotional Regulation section of the Panorama Survey (Fall 2021), 50% of DHE students reported that they are unable to regulate their emotions. 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.

Problem Statement 2 (Prioritized): Based on the Growth Mindset section of the Teacher Panorama Survey (Fall 2021), 31% of DHE Teachers felt unequipped to improve their teaching overtime. Root Cause: Lack of additional PLCs pertaining to Growth Mindset and other instructional methodology.
Priority Problem Statements

Problem Statement 6: At the end of the 2020-21 school year our students averaged a 93% attendance rate in comparison with 92% this year at the same time.

Root Cause 6: 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 6 Areas: Demographics

Problem Statement 3: Our MOY MAP Math data indicates that 4 out of our 6 grade levels did not meet their projected growth. (K-39%, 1-33%, 2-41%, 3-63%, 4-54%, 5-45%).

Root Cause 3: There is a need to fortify and build capacity pertaining to math instruction. Lack of campus wide problem solving system.

Problem Statement 3 Areas: Student Learning

Problem Statement 1: Based on our 2021-2022 MAP data, 84 out of 283 (30%) bilingual students decreased RIT scores from BOY to MOY in MATH AND READING.

Root Cause 1: We are in need of PLCs pertaining to bilingual programming in order to set clear expectations of implementation. Therefore, promoting consistency at the campus.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 4: Based on the SEL Emotional Regulation section of the Panorama Survey (Fall 2021), 50% of DHE students reported that they are unable to regulate their emotions.

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 7: Students requiring designated supports on state assessments need to be identified sooner so appropriate interventions can be made in the classroom prior to testing grades. 8% of students in non-tested grades are identified as either 504/SPED, while 26% of students in grades 3-5 are identified as such.

Root Cause 7: The MTSS process was not implemented with fidelity.

Problem Statement 7 Areas: Demographics

Problem Statement 2: Our MOY MAP Reading data indicates that an average of 28% of students met projected growth in grades K-2.

Root Cause 2: 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 2 Areas: Student Learning

Problem Statement 5: 31% teachers have 0-3 years of teaching experience.

Root Cause 5: We are in need of more opportunities to build capacity for new Teachers.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 8: Based on the Growth Mindset section of the Teacher Panorama Survey (Fall 2021), 31% of DHE Teachers felt unequipped to improve their teaching overtime.
Root Cause 8: Lack of additional PLCs pertaining to Growth Mindset and other instructional methodology.

Problem Statement 8 Areas: Perceptions
Comprehensive Needs Assessment Data Documentation

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

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

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

**Student Data: Assessments**
- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data
• Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

• Attendance data  
• Mobility rate, including longitudinal data  
• Discipline records  
• Student surveys and/or other feedback  
• School safety data  
• 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  
• T-TESS data  
• T-PESS data

**Parent/Community Data**

• Parent surveys and/or other feedback  
• Parent engagement rate

**Support Systems and Other Data**

• Processes and procedures for teaching and learning, including program implementation  
• Budgets/entitlements and expenditures data  
• Study of best practices  
• Other additional data
**District Goals**

**Revised/Approved: April 11, 2022**

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

**School Performance Objective 1:** *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 83% to 87% by May 2023.*

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 71% to 75% by May 2023.*

*Increase the percentage of Economically Disadvantaged students who score on track on Circle Phonological Awareness in English from 35% to 40% by May 2023.*

**Evaluation Data Sources:** CLI Engage

**Strategy 1:** Improve the quality and alignment of Tier 1 instruction for all students through the use of the New PK Curriculum and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

**Strategy's Expected Result/Impact:** Meet the Performance Objective 1- Increase the percentage of PK students who score On Track on Circle Phonological Awareness./Student Growth

**Staff Responsible for Monitoring:** Leadership Team

**Title I:**
2.4, 2.5, 2.6

- **TEA Priorities:**
Build a foundation of reading and math

**Problem Statements:** Student Learning 2 - School Processes & Programs 1
**Action Step 1 Details**

**Action Step 1:** Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Amplify, Reading Academies, Creative Curriculum) by November 30, 2022 (first semester) and February 28, 2023 (second semester).

- **Intended Audience:** Teachers, CIC, Campus Administrators
- **Date(s) / Timeframe:** November 30, 2022 & February 28, 2023
- **Provider / Presenter / Person Responsible:** Literacy Department; Vendor
- **Collaborating Departments:** Literacy Department Office of Instructional Initiatives and School Supports
- **Delivery Method:** Face-to-face

**Funding Sources:** Substitutes for professional development - Title I (211) - 211-11-6112-0PD-122-30-510-000000-23F10 - $3,000, Funding for after hours professional development - Title I (211) - 211-11-6116-0PD-122-30-510-000000-23F10 - $3,000

**Action Step 2 Details**

**Action Step 2:** Track and monitor enrollment, attendance, and completion of Creative Curriculum training for all PK staff.

- **Intended Audience:** Teachers, CIC, Principal, AP
- **Date(s) / Timeframe:** August 2022-May 2023
- **Provider / Presenter / Person Responsible:** Principal and AP
- **Collaborating Departments:** Office of Instructional Initiatives and School Supports
- **Delivery Method:** Online Blended Learning

**Action Step 3 Details**

**Action Step 3:** By August 26, 2022, develop a system/cycle of observation and feedback of literacy instruction aligned to Creative Curriculum and share observation cycle with staff by mid September 1, 2022.

- **Intended Audience:** Teachers, Instructional Leadership Team
- **Date(s) / Timeframe:** August - September 2022
- **Provider / Presenter / Person Responsible:** Principal and AP
- **Collaborating Departments:** Literacy Department
- **Delivery Method:** PLC

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**School Performance Objective 1 Problem Statements:**

- 0% No Progress
- 0% Accomplished
- ➡️ Continue/Modify
- ✗ Discontinue

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### Student Learning

**Problem Statement 2**: Our MOY MAP Reading data indicates that an average of 28% 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

**Problem Statement 1**: Based on our 2021-2022 MAP data, 84 out of 283 (30%) bilingual students decreased RIT scores from BOY to MOY in MATH AND READING. **Root Cause**: We are in need of PLCs pertaining to bilingual programming in order to set clear expectations of implementation. Therefore, promoting consistency at the campus.
District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 44% to 50% by May 2023.*
*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 25% to 30% by May 2023.*
*Increase the percentage of Special Education students who Meet or Exceed grade level expectations in English from 40% to 45% by May 2023.*

  **Evaluation Data Sources:** NWEA MAP 3 times per year

Strategy 1: Improve the quality and alignment of Tier 1 Reading instruction for all students through the use of the New Amplify Curriculum and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

  **Strategy's Expected Result/Impact:** 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 in English and Spanish./Students' Growth

  **Staff Responsible for Monitoring:** Leadership Team

  **Title I:**
  2.4, 2.5, 2.6
  - **TEA Priorities:**
    Build a foundation of reading and math

  **Problem Statements:** Student Learning 2 - School Processes & Programs 1

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Action Step 2 Details

**Action Step 2:** Track and monitor enrollment, attendance, and module progress of Reading Academies to ensure 100% of pending and new teachers/staff are on track for completion each month. (Request action plan from those off track.)

- **Intended Audience:** Teachers, CIC, Principal, AP
- **Date(s) / Timeframe:** August 2022-May 2023
- **Provider / Presenter / Person Responsible:** Principal and AP
- **Collaborating Departments:** Office of Instructional Initiatives and School Supports
- **Delivery Method:** Online Blended Learning

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Action Step 3 Details

**Action Step 3:** By August 26, 2022, develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, Amplify, Creative Curriculum, and Reading Academies content and share observation cycle with staff by mid September 1, 2022.

- **Intended Audience:** Teachers, Instructional Leadership Team
- **Date(s) / Timeframe:** August - September 2022
- **Provider / Presenter / Person Responsible:** Principal and AP
- **Collaborating Departments:** Literacy Department
- **Delivery Method:** PLC

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School Performance Objective 2 Problem Statements:

**Student Learning**

**Problem Statement 2:** Our MOY MAP Reading data indicates that an average of 28% 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**

**Problem Statement 1:** Based on our 2021-2022 MAP data, 84 out of 283 (30%) bilingual students decreased RIT scores from BOY to MOY in MATH AND READING. **Root Cause:** We are in need of PLCs pertaining to bilingual programming in order to set clear expectations of implementation. Therefore, promoting consistency at the campus.
**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 3:** *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed FA->FA projected growth on MAP Growth Reading in English from 52% to 58% by September 2023.*  
*Increase the percentage of Kindergarten through Grade 5 students who increase 13 or more Observed Growth Points from FA->FA on MAP Growth Reading in Spanish from 50% to 55% by September 2023.*  
*Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 16% to 20% by May 2023.*

**Evaluation Data Sources:** NWEA MAP 3 times per year, Fort Worth Independent School District (ES Data-CIP Companion Guide)

**Strategy 1:** Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

**Strategy's Expected Result/Impact:** Meet Performance Objective 3-Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English and Spanish./Students' Growth.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**
2.4, 2.5, 2.6  
- **TEA Priorities:**  
  Build a foundation of reading and math  
  - **ESF Levers:**  

**Problem Statements:** Student Learning 2 - School Processes & Programs 1

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### Action Step 2 Details

**Action Step 2:** Track and monitor enrollment, attendance, and module progress of Reading Academies to ensure 100% of pending and new teachers/staff are on track for completion each month. (Request action plan from those off track.)

- **Intended Audience:** Teachers, CIC, Principal, AP
- **Date(s) / Timeframe:** August 2022-May 2023
- **Provider / Presenter / Person Responsible:** Principal and AP
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### Action Step 3 Details

**Action Step 3:** By August 26, 2022, develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, Amplify, Creative Curriculum, and Reading Academies content and share observation cycle with staff by mid September 1, 2022.

- **Intended Audience:** Teachers, Instructional Leadership Team
- **Date(s) / Timeframe:** August - September 2022
- **Provider / Presenter / Person Responsible:** Principal and AP
- **Collaborating Departments:** Literacy Department
- **Delivery Method:** PLC

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### Action Step 4 Details

**Action Step 4:** All PK-5th grade classrooms will establish a data tracking tool to for monitoring student progress in math and reading throughout the year by September 2022.

- **Intended Audience:** Teachers, ILT
- **Date(s) / Timeframe:** September 2022
- **Provider / Presenter / Person Responsible:** Instructional Leadership Team
- **Collaborating Departments:** Literacy Department
- **Delivery Method:** N/A

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### Strategy 2: Improve the quality of Tier 1 Instruction through the use of targeted, research-based materials, practices, data analysis, and differentiated supplemental support.

**Strategy's Expected Result/Impact:** Meet Performance Objective 3-Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English and Spanish./Students' Growth.

**Staff Responsible for Monitoring:** Principal, AP, CIC, Data Analyst (Instructional Leadership Team)
### Action Step 1 Details

**Action Step 1:** Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

- **Intended Audience:** Teachers, CIC, Support Staff
- **Date(s) / Timeframe:** August 2022 - May 2023
- **Provider / Presenter / Person Responsible:** Principal, AP, CIC, Data Analyst
- **Collaborating Departments:** Literacy Department, Multilingual Education Department, Early Learning Department
- **Delivery Method:** N/A
- **Funding Sources:** Supplemental Support for all Areas - Title I (211) - 211-13-6119-04E-122-30-510-000000-23F10 - $70,000, Instructional Supplies, paper, ink, manipulatives - Title I (211) - 211-11-6399-04E-122-30-510-000000-23F10 - $9,000

### Action Step 2 Details

**Action Step 2:** Ensure students are provided with supplemental differentiated instruction by creating a schedule and check point collaborative tool for Teacher Assistants to ensure quality and effectiveness.

- **Intended Audience:** Title 1 Assistants, CIC
- **Date(s) / Timeframe:** August 2022 - May 2023
- **Provider / Presenter / Person Responsible:** Principal, AP, CIC
- **Collaborating Departments:** Literacy Department, Multilingual Education Department, Early Learning Department
- **Delivery Method:** N/A
- **Funding Sources:** Supplemental support for all content areas. - Title I (211) - 211-11-6129-04U-122-30-510-000000-23F10 - $25,071

### Reviews

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<th>Nov</th>
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### School Performance Objective 3 Problem Statements:

- TEA Priorities: Build a foundation of reading and math
- **Problem Statements:** Student Learning 2 - School Processes & Programs 1
### Student Learning

**Problem Statement 2:** Our MOY MAP Reading data indicates that an average of 28% 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

**Problem Statement 1:** Based on our 2021-2022 MAP data, 84 out of 283 (30%) bilingual students decreased RIT scores from BOY to MOY in MATH AND READING. **Root Cause:** We are in need of PLCs pertaining to bilingual programming in order to set clear expectations of implementation. Therefore, promoting consistency at the campus.
**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from 67% to 72% by May 2023.
Increase the percentage of Spanish speaking students on our campus from 59% to 65% by May 2023.

**Evaluation Data Sources:** Fort Worth ISD Circle Progress Monitoring Pre-K Campus Reports 2022-23

**Strategy 1:** Improve Tier 1 Math instruction using New PK Curriculum Math component to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** RESULT: Meet the Performance Objective 1-Increase the percentage of PK students who score On Track on Circle Math. IMPACT: Students' Growth

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Ensure 100% of required teachers/staff enroll, attend new math curriculum trainings and follow-up on priority professional learning for math (Creative Curriculum) by November 30, 2022 (first semester) and February 28, 2023 (second semester).</td>
<td>Formative Summative</td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> Teachers, CIC, Campus Administrators</td>
<td>Nov Jan Mar June</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> November 30, 2022 &amp; February 28, 2023</td>
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<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Early Learning; Math Department; Vendor</td>
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<tr>
<td><strong>Collaborating Departments:</strong> Early Learning, Math Department &amp; Office of Instructional Initiatives and School Supports</td>
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<td><strong>Delivery Method:</strong> Face to Face</td>
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</table>

**Strategy 2:** Improve the quality and alignment of Tier 1 instruction for all students through the use of the New PK Curriculum lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

122 Diamond Hill Elementary School
Generated by Plan4Learning.com

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**Strategy's Expected Result/Impact:** RESULT: Meet the Performance Objective 1-Increase the percentage of PK students who score On Track on Circle Math. IMPACT: Students' Growth

**Staff Responsible for Monitoring:** Instruction Leadership Team

**Title I:**
2.4, 2.5, 2.6
- TEA Priorities:
  Build a foundation of reading and math

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

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### Action Step 1 Details

**Action Step 1:** Track and monitor enrollment, attendance, and completion of Creative Curriculum Training for all PK staff.

**Intended Audience:** Teachers, CIC, Principal, AP

**Date(s) / Timeframe:** August 2022-May 2023

**Provider / Presenter / Person Responsible:** Principal and AP

**Collaborating Departments:** Early Learning; Office of Instructional Initiatives and School Supports

**Delivery Method:** Face to Face

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### Action Step 2 Details

**Action Step 2:** By August 26, 2022, develop a system/cycle of observation and feedback of math instruction aligned to Creative Curriculum and share observation cycle with staff by mid September 1, 2022.

**Intended Audience:** Teachers, Instructional Leadership Team

**Date(s) / Timeframe:** August - September 2022

**Provider / Presenter / Person Responsible:** Principal and AP

**Collaborating Departments:** Early Learning; Office of Instructional Initiatives and School Supports

**Delivery Method:** PLC

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**School Performance Objective 1 Problem Statements:**

### Student Learning

**Problem Statement 1:** Our MOY MAP Math data indicates that 4 out of our 6 grade levels did not meet their projected growth. (K-39%, 1-33%, 2-41%, 3-63%, 4-54%, 5-45%).

**Root Cause:** There is a need to fortify and build capacity pertaining to math instruction. Lack of campus wide problem solving system.
**School Processes & Programs**

**Problem Statement 1**: Based on our 2021-2022 MAP data, 84 out of 283 (30%) bilingual students decreased RIT scores from BOY to MOY in MATH AND READING. **Root Cause**: We are in need of PLCs pertaining to bilingual programming in order to set clear expectations of implementation. Therefore, promoting consistency at the campus.
**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 56% to 65% by May 2023. Increase the percentage of ED students who meet or exceed grade level expectations on TX-KEA Math from 37% to 45% by May 2023.

**Evaluation Data Sources:** Fort Worth ISD (ES Data-CIP Companion Guide) /TX-KEA Math Reports

**Strategy 1:** Improve the quality and alignment of Tier 1 instruction for all students through the use of the Eureka Curriculum and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

**Strategy's Expected Result/Impact:** Meet the Performance Objective 2-Increase the percentage of Kinder students who score On Track on TX-KEA Math from 56% to 65% by May 2023./Students' Growth

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**
  Build a foundation of reading and math

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

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<td><strong>Date(s) / Timeframe:</strong> November 30, 2022 &amp; February 28, 2023</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Math Department; Vendor</td>
<td><strong>Jan</strong></td>
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<tr>
<td><strong>Collaborating Departments:</strong> Math Department Office of Instructional Initiatives and School Supports</td>
<td><strong>Mar</strong></td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> Face to face</td>
<td><strong>June</strong></td>
</tr>
</tbody>
</table>
**Action Step 2 Details**

**Action Step 2**: By August 26, 2022, develop a system/cycle of observation and feedback of math instruction aligned to Eureka Curriculum and share observation cycle with staff by mid September 1, 2022.

- **Intended Audience**: Teachers, Instructional Leadership Team
- **Date(s) / Timeframe**: August - September 2022
- **Provider / Presenter / Person Responsible**: Principal and AP
- **Collaborating Departments**: Math Department
- **Delivery Method**: PLC

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**Strategy 2**: Improve Tier 1 Math instruction using Eureka Curriculum Math component to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact**: Meet the Performance Objective 2-Increase the percentage of Kinder students who score On Track on TX-KEA Math from 56% to 65% by May 2023./Students' Growth

**Staff Responsible for Monitoring**: Instructional Leadership Team

**Title I**:
- 2.4, 2.5, 2.6
- **TEA Priorities**:
  - Build a foundation of reading and math

**Problem Statements**: Student Learning 1 - School Processes & Programs 1

---

**Action Step 1 Details**

**Action Step 1**: Ensure 100% of required teachers/staff enroll, attend and complete Eureka Math training by November 30, 2022 (first semester) and February 28, 2023 (second semester).

- **Intended Audience**: Teachers, CIC, Campus Administrators
- **Date(s) / Timeframe**: November 30, 2022 & February 28, 2023
- **Provider / Presenter / Person Responsible**: Math Department; Vendor
- **Collaborating Departments**: Math Department Office of Instructional Initiatives and School Supports
- **Delivery Method**: Face to face

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**Intended Audience:** Teachers, Instructional Leadership Team

**Date(s) / Timeframe:** August - September 2022

**Provider / Presenter / Person Responsible:** Principal and AP

**Collaborating Departments:** Math Department

**Delivery Method:** PLC

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**Strategy 3:** Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** Meet Performance Objective 3-Increase the percentage of Kinder students who score On Track on TX-KEA Math/Students' Growth

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**
2.4, 2.5, 2.6

- **TEA Priorities:**
Build a foundation of reading and math

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

---

Action Step 1: Ensure 100% of required teachers/staff enroll, attend and complete Eureka Math training by November 30, 2022 (first semester) and February 28, 2023 (second semester).

**Intended Audience:** Teachers, CIC, Campus Administrators

**Date(s) / Timeframe:** November 30, 2022 & February 28, 2023

**Provider / Presenter / Person Responsible:** Math Department; Vendor

**Collaborating Departments:** Math Department Office of Instructional Initiatives and School Supports

**Delivery Method:** Face to face

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**Action Step 2 Details**

**Action Step 2:** By August 26, 2022, develop a system/cycle of observation and feedback of math instruction aligned to Eureka Curriculum and share observation cycle with staff by mid September 1, 2022.

- **Intended Audience:** Teachers, Instructional Leadership Team
- **Date(s) / Timeframe:** August - September 2022
- **Provider / Presenter / Person Responsible:** Principal and AP
- **Collaborating Departments:** Math Department
- **Delivery Method:** PLC

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![Status Indicators: No Progress, Accomplished, Continue/Modify, Discontinue]

**School Performance Objective 2 Problem Statements:**

### Student Learning

**Problem Statement 1:** Our MOY MAP Math data indicates that 4 out of our 6 grade levels did not meet their projected growth. (K-39%, 1-33%, 2-41%, 3-63%, 4-54%, 5-45%).

**Root Cause:** There is a need to fortify and build capacity pertaining to math instruction. Lack of campus wide problem solving system.

### School Processes & Programs

**Problem Statement 1:** Based on our 2021-2022 MAP data, 84 out of 283 (30%) bilingual students decreased RIT scores from BOY to MOY in MATH AND READING.

**Root Cause:** We are in need of PLCs pertaining to bilingual programming in order to set clear expectations of implementation. Therefore, promoting consistency at the campus.
District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed FA->FA projected growth on MAP Growth Math from 57% to 70% by September 2023.
Increase the percentage of the Special Education student group on our campus from 32% to 37% by May 2023.

Evaluation Data Sources: NWEA MAP

Strategy 1: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Meet Performance Objective 3-Increase the percentage of Kinder students who score On Track on TX-KEA Math/Students' Growth

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 1 - School Processes & Programs 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
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<tr>
<td><strong>Intended Audience:</strong> Teachers, CIC, Campus Administrators</td>
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<td><strong>Date(s) / Timeframe:</strong> November 30, 2022 &amp; February 28, 2023</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Math Department; Vendor</td>
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<td><strong>Collaborating Departments:</strong> Math Department Office of Instructional Initiatives and School Supports</td>
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<td><strong>Delivery Method:</strong> Face to face</td>
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</tbody>
</table>
**Action Step 2 Details**

**Action Step 2:** By August 26, 2022, develop a system/cycle of observation and feedback of math instruction aligned to Eureka Curriculum and share observation cycle with staff by mid September 1, 2022.

- **Intended Audience:** Teachers, Instructional Leadership Team
- **Date(s) / Timeframe:** August - September 2022
- **Provider / Presenter / Person Responsible:** Principal and AP
- **Collaborating Departments:** Math Department
- **Delivery Method:** PLC

**Reviews**

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**School Performance Objective 3 Problem Statements:**

### Student Learning

**Problem Statement 1:** Our MOY MAP Math data indicates that 4 out of our 6 grade levels did not meet their projected growth. (K-39%, 1-33%, 2-41%, 3-63%, 4-54%, 5-45%).

**Root Cause:** There is a need to fortify and build capacity pertaining to math instruction. Lack of campus wide problem solving system.

### School Processes & Programs

**Problem Statement 1:** Based on our 2021-2022 MAP data, 84 out of 283 (30%) bilingual students decreased RIT scores from BOY to MOY in MATH AND READING. **Root Cause:** We are in need of PLCs pertaining to bilingual programming in order to set clear expectations of implementation. Therefore, promoting consistency at the campus.
**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 30% to 55% by May 2024.
Increase the percentage of ELL students scoring at MEETS or above on STAAR Reading from 25% to 30% by May 2024.

**Evaluation Data Sources:** Fort Worth Independent School District (ES Data- CIP Companion Guide)/ STAAR Reading 2022 Report

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

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading. IMPACT: Student's Growth

**Staff Responsible for Monitoring:** Instructional Leadership Team (ILT)

**Title I:**
2.4, 2.5, 2.6

*TEA Priorities:*
Build a foundation of reading and math

**Problem Statements:** Student Learning 2 - School Processes & Programs 1

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<tr>
<td>Action Step 1: Increase library overall circulation by 10% by May 2023.</td>
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<td><strong>Intended Audience:</strong> Students</td>
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<td><strong>Date(s) / Timeframe:</strong> November 2022</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Librarian</td>
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<td><strong>Collaborating Departments:</strong> Library and Multimedia Department</td>
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<td><strong>Delivery Method:</strong> NA</td>
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<td><strong>Funding Sources:</strong> Library will expand selection of books that represent our school demographics. - Title I (211) - 211-12-6329-04E-122-30-510-000000-23F10 - $4,000</td>
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### Action Step 2 Details

**Action Step 2:** By August 26, 2022, develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, Amplify, Creative Curriculum, and Reading Academies content and share observation cycle with staff by mid September 1, 2022.

- **Intended Audience:** Teachers, Instructional Leadership Team
- **Date(s) / Timeframe:** August - September 2022
- **Provider / Presenter / Person Responsible:** Principal and AP
- **Collaborating Departments:** Literacy Department
- **Delivery Method:** PLC

#### Reviews

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### Action Step 3 Details

**Action Step 3:** Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

- **Intended Audience:** Teachers, CIC, Support Staff
- **Date(s) / Timeframe:** August 2022 - May 2023
- **Provider / Presenter / Person Responsible:** Principal, AP, CIC, Data Analyst
- **Collaborating Departments:** Literacy Department, Multilingual Education Department, Early Learning Department
- **Delivery Method:** N/A

### Strategy 2

**Strategy 2:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

#### Strategy's Expected Result/Impact:
Evidence-based decision-making that leads to positive student outcomes

#### Staff Responsible for Monitoring:
ILT

#### Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
  Build a foundation of reading and math

#### Problem Statements:
Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1, 2
**Action Step 1 Details**

**Action Step 1:** All PK-5th grade classrooms will establish a data tracking tool to for monitoring student progress in math and reading throughout the year by September 2022.

- **Intended Audience:** Teachers, ILT
- **Date(s) / Timeframe:** September 2022
- **Provider / Presenter / Person Responsible:** Instructional Leadership Team
- **Collaborating Departments:** Literacy Department
- **Delivery Method:** N/A

**School Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** At the end of the 2020-21 school year our students averaged a 93% 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.

**Problem Statement 2:** Students requiring designated supports on state assessments need to be identified sooner so appropriate interventions can be made in the classroom prior to testing grades. 8% of students in non-tested grades are identified as either 504/SPED, while 26% of students in grades 3-5 are identified as such. **Root Cause:** The MTSS process was not implemented with fidelity.

**Student Learning**

**Problem Statement 1:** Our MOY MAP Math data indicates that 4 out of our 6 grade levels did not meet their projected growth. (K-39%, 1-33%, 2-41%, 3-63%, 4-54%, 5-45%). **Root Cause:** There is a need to fortify and build capacity pertaining to math instruction. Lack of campus wide problem solving system.

**Problem Statement 2:** Our MOY MAP Reading data indicates that an average of 28% 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**

**Problem Statement 1:** Based on our 2021-2022 MAP data, 84 out of 283 (30%) bilingual students decreased RIT scores from BOY to MOY in MATH AND READING. **Root Cause:** We are in need of PLCs pertaining to bilingual programming in order to set clear expectations of implementation. Therefore, promoting consistency at the campus.

**Perceptions**

**Problem Statement 1:** Based on the SEL Emotional Regulation section of the Panorama Survey (Fall 2021), 50% of DHE students reported that they are unable to regulate their emotions. **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.

**Problem Statement 2:** Based on the Growth Mindset section of the Teacher Panorama Survey (Fall 2021), 31% of DHE Teachers felt unequipped to improve their teaching overtime. **Root Cause:** Lack of additional PLCs pertaining to Growth Mindset and other instructional methodology.
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 28% to 31% by May 2024.
Increase the percentage of ELL students on our campus from 26% to 29% by May 2024.

Evaluation Data Sources: Fort Worth Independent School District (ES Data- CIP Companion Guide)/ STAAR Math 2022 Report

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

Strategy's Expected Result/Impact: Students’ Growth

Staff Responsible for Monitoring: ILT

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1

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<tr>
<td><strong>Funding Sources:</strong> Supplemental support for Math and Science - Title I (211) - 211-11-6129-021-122-30-510-000000-23F10 - $28,029, Supplies and materials for supplemental instruction such as tutoring and camps, - SCE (199 PIC 24) - 199-11-6399-001-122-24-313-000000- - $7,497, Supplies and materials for supplemental instruction and supports for our Spec Lang ESL/Bilingual. - BEA (199 PIC 25) - 199-11-6399-001-122-25-313-000000 - $1,842</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td></td>
<td>Nov</td>
</tr>
</tbody>
</table>
### Action Step 2 Details

**Action Step 2:** By August 26, 2022, develop a system/cycle of observation and feedback of math instruction aligned to Eureka Curriculum and share observation cycle with staff by mid September 1, 2022.

- **Intended Audience:** Teachers, Instructional Leadership Team
- **Date(s) / Timeframe:** August - September 2022
- **Provider / Presenter / Person Responsible:** Principal and AP
- **Collaborating Departments:** Math Department
- **Delivery Method:** PLC

<table>
<thead>
<tr>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative</td>
</tr>
<tr>
<td>Nov</td>
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<td></td>
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<tr>
<td>![No Progress]</td>
</tr>
</tbody>
</table>

**School Performance Objective 2 Problem Statements:**

#### Demographics

**Problem Statement 2:** Students requiring designated supports on state assessments need to be identified sooner so appropriate interventions can be made in the classroom prior to testing grades. 8% of students in non-tested grades are identified as either 504/SPED, while 26% of students in grades 3-5 are identified as such. **Root Cause:** The MTSS process was not implemented with fidelity.

#### Student Learning

**Problem Statement 1:** Our MOY MAP Math data indicates that 4 out of our 6 grade levels did not meet their projected growth. (K-39%, 1-33%, 2-41%, 3-63%, 4-54%, 5-45%). **Root Cause:** There is a need to fortify and build capacity pertaining to math instruction. Lack of campus wide problem solving system.

**Problem Statement 2:** Our MOY MAP Reading data indicates that an average of 28% 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

**Problem Statement 1:** Based on our 2021-2022 MAP data, 84 out of 283 (30%) bilingual students decreased RIT scores from BOY to MOY in MATH AND READING. **Root Cause:** We are in need of PLCs pertaining to bilingual programming in order to set clear expectations of implementation. Therefore, promoting consistency at the campus.
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 93% to 95% by May 2023.

   Evaluation Data Sources: Focus Attendance Reports

Strategy 1: Align and leverage programs (PBIS), resources, and systems of support (Student Support Team; MTSS) to improve daily attendance, improve response to discipline (Restorative Practice, RDA Data), increase parent/school engagement (Parent Academies).

   Strategy's Expected Result/Impact: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance)

   Staff Responsible for Monitoring: Teachers, SST, Attendance Committee

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1: Family Engagement Specialist will contact parents daily pertaining to attendance concerns.</td>
<td>Formative</td>
</tr>
<tr>
<td>Intended Audience: Families</td>
<td>Nov</td>
</tr>
<tr>
<td>Date(s) / Timeframe: August 2022-May 2023</td>
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<tr>
<td>Provider / Presenter / Person Responsible: Family Engagement Specialist</td>
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<tr>
<td>Collaborating Departments: Family Engagement Department</td>
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</tr>
<tr>
<td>Delivery Method: Daily Communication</td>
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</tr>
<tr>
<td>Funding Sources: - Parent Engagement - 211-61-6499-04L-122-30-510-000000-23F10 - $1,000</td>
<td></td>
</tr>
<tr>
<td>Action Step 2 Details</td>
<td>Reviews</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Action Step 2:</strong> Student Support Team and Attendance Committee will develop a tracking system involving incentives to promote attendance for the 2022-2023 school year.</td>
<td></td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> Students, Families, Staff</td>
<td></td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> September 2022</td>
<td></td>
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<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Student Support Team; Attendance Committee</td>
<td></td>
</tr>
<tr>
<td><strong>Collaborating Departments:</strong> Attendance Department; Student Support Services Department</td>
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<tr>
<td><strong>Delivery Method:</strong> Meeting</td>
<td></td>
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<tr>
<td></td>
<td>Formative</td>
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<td></td>
<td>Summative</td>
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<td>Nov</td>
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<td>0% No Progress</td>
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<tr>
<td>0% Accomplished</td>
<td></td>
</tr>
<tr>
<td>➡️ Continue/Modify</td>
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<tr>
<td>✗ Discontinue</td>
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</table>

**School Performance Objective 1 Problem Statements:**

<table>
<thead>
<tr>
<th>Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> At the end of the 2020-21 school year our students averaged a 93% attendance rate in comparison with 92% this year at the same time. <strong>Root Cause:</strong> 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.</td>
</tr>
</tbody>
</table>
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 12 to 8 by May 2023. Decrease the number of discipline referrals by school personnel for ED from 12 to 8 by May 2023.

Evaluation Data Sources: ADQ Discipline Reports; Focus Reports

Strategy 1: Align and leverage programs (PBIS, TBRI), resources, and systems of support (Student Support Team (SST); MTSS) to improve daily attendance, improve response to discipline (Restorative Practice, RDA Data), increase parent/school engagement (Parent Academies).

Strategy's Expected Result/Impact: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance)

Staff Responsible for Monitoring: Teachers, SST, Attendance Committee

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1: Staff will utilize restorative practices and PBIS to promote respect, responsibility, and safety in all classrooms during the 2022-2023 school year.</td>
<td>Formative</td>
</tr>
<tr>
<td>Intended Audience: Students, Staff,</td>
<td></td>
</tr>
<tr>
<td>Date(s) / Timeframe: September 2022</td>
<td></td>
</tr>
<tr>
<td>Provider / Presenter / Person Responsible: Student Support Team,</td>
<td></td>
</tr>
<tr>
<td>Collaborating Departments: Restorative Practices Department</td>
<td></td>
</tr>
<tr>
<td>Delivery Method: Meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nov</td>
</tr>
<tr>
<td></td>
<td>No Progress</td>
</tr>
</tbody>
</table>

School Performance Objective 2 Problem Statements:

<table>
<thead>
<tr>
<th>Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Statement 1: At the end of the 2020-21 school year our students averaged a 93% 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.</td>
</tr>
</tbody>
</table>
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for ED from 6 to 3 by May 2023.

Evaluation Data Sources: ADQ Discipline Reports; Focus Reports

Strategy 1: Align and leverage programs (PBIS, TBRI), resources, and systems of support (MTSS) to improve daily attendance, improve response to discipline (Restorative Practice, RDA Data), increase parent/school engagement (Parent Academies).

Strategy's Expected Result/Impact: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance)

Staff Responsible for Monitoring: Teachers, Attendance Committee

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1: SST will monitor students during our meetings.</td>
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<tr>
<td><strong>Intended Audience:</strong> Teachers</td>
<td>Formative</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> Bi-weekly</td>
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<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> SST</td>
<td></td>
</tr>
<tr>
<td><strong>Collaborating Departments:</strong> Restorative Practices</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> Meeting</td>
<td></td>
</tr>
</tbody>
</table>

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

School Performance Objective 3 Problem Statements:

Demographics

**Problem Statement 1:** At the end of the 2020-21 school year our students averaged a 93% 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.
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 1 to 3 by May 2023.

Evaluation Data Sources: Calendar Events Log and Parent Signature Logs

Strategy 1: Align and leverage programs (PBIS, TBRI), resources, and systems of support (MTSS) to improve daily attendance, improve response to discipline (Restorative Practice, RDA Data), increase parent/school engagement (Parent Academies).

Strategy's Expected Result/Impact: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance)

Staff Responsible for Monitoring: Teachers, Attendance Committee

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 1

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Audience:</strong> Families</td>
<td></td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> Fall 2022</td>
<td></td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Family Engagement Specialist, Principal, AP</td>
<td></td>
</tr>
<tr>
<td><strong>Collaborating Departments:</strong> Family Engagement Department</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> Museum Visit</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> - Parent Engagement - 211-61-6299-04L-122-30-510-000000-23F10 - $800, - Parent Engagement - 211-61-6399-04L-122-30-510-000000-23F10 - $531</td>
<td></td>
</tr>
</tbody>
</table>

| | Formative | Summative |
| | Nov | Jan | Mar | June |

0% No Progress 100% Accomplished ➔ Continue/Modify ✗ Discontinue

School Performance Objective 4 Problem Statements:

Problem Statement 1: At the end of the 2020-21 school year our students averaged a 93% 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.
# Campus Funding Summary

## Title I (211)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td>Funding for after hours professional development</td>
<td>Extra duty pay for PD after hours</td>
<td>211-11-6116-0PD-122-30-510-000000-23F10</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td>Substitutes for professional development</td>
<td>Subs for professional development</td>
<td>211-11-6112-0PD-122-30-510-000000-23F10</td>
<td>$3,000.00</td>
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<tr>
<td>1</td>
<td></td>
<td>3</td>
<td>2</td>
<td>Supplemental Support for all Areas</td>
<td>Data Analyst</td>
<td>211-13-6119-04E-122-30-510-000000-23F10</td>
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<td></td>
<td>3</td>
<td>2</td>
<td>Instructional Supplies, paper, ink, manipulatives</td>
<td>Supplies and materials for instructional use</td>
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<tr>
<td>1</td>
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<td>3</td>
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<td>Supplemental support for all content areas.</td>
<td>Computer Lab Assistant</td>
<td>211-11-6129-04U-122-30-510-000000-23F10</td>
<td>$25,071.00</td>
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<td>3</td>
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<td>1</td>
<td>1</td>
<td>Library will expand selection of books that represent our school demographics.</td>
<td>Reading materials for library use</td>
<td>211-12-6329-04E-122-30-510-000000-23F10</td>
<td>$4,000.00</td>
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<tr>
<td>3</td>
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<td>2</td>
<td>1</td>
<td>Supplemental support for Math and Science</td>
<td>Science Lab Assistant</td>
<td>211-11-6129-021-122-30-510-000000-23F10</td>
<td>$28,029.00</td>
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</tbody>
</table>

**Sub-Total** $142,100.00

| Budgeted Fund Source Amount | $142,100.00 | +/- Difference | $0.00 |

## SCE (199 PIC 24)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>2</td>
<td>1</td>
<td>Supplies and materials for supplemental instruction such as tutoring and camps,</td>
<td>Supplies and materials for instructional use</td>
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<td>$7,497.00</td>
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</table>

**Sub-Total** $7,497.00

| Budgeted Fund Source Amount | $7,497.00 | +/- Difference | $0.00 |

## Parent Engagement

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
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<td>1</td>
<td>Snacks for Parents to promote participation</td>
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<tr>
<td>District Goal</td>
<td>School Performance Objective</td>
<td>Strategy</td>
<td>Action Step</td>
<td>Resources Needed</td>
<td>Description</td>
<td>Account Code</td>
<td>Amount</td>
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<td>Family Science Night</td>
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<td>$800.00</td>
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<td>Supplies and materials for parental involvement</td>
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<td>+/- Difference</td>
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**BEA (199 PIC 25)**

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>Supplies and materials for supplemental instruction and supports for our Spec Lang ESL/Bilingual.</td>
<td>Supplies and materials for instructional use</td>
<td>199-11-6399-001-122-25-313-000000</td>
<td>$1,842.00</td>
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<td><strong>Sub-Total</strong></td>
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<td>+/- Difference</td>
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<td><strong>Grand Total Budgeted</strong></td>
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<td><strong>Grand Total Spent</strong></td>
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<td>+/- Difference</td>
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<td><strong>$0.00</strong></td>
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</tbody>
</table>
Parent, Student, Teacher Compact

Mission
To prepare students to be lifelong learners who are responsible, kind and productive members of the community.

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

To accomplish the above, parents, teachers, and students need to work together. We ask that you promise to do this by completing and signing the part of the agreement that belongs to you.

Parent/Guardian checklist includes:

I will do my personal best to:

1. Supervise the completion of student homework by providing time, adequate space, and support.
2. Attend a parent/teacher conference for each of my children.
3. Speak to my child daily about school.
4. Be sure my child attends school daily and on time.
5. Attend at school functions/assemblies either in person or virtually. (Examples are attendance assemblies, special diversity celebrations, parent meetings, music programs, Awards Day, PTA meetings, and contests.)

Write in your own suggestion. (What special skill or activity can you share?)

I have read and understood the agreement and the expectations set forth by this handbook.

_________________________  _________________________
Parent/Guardian Signature          Date
Teacher and students will sign a copy together in class.

Student checklist includes:

I will do my personal best to:

1. Have a growth mindset.
2. Be respectful, responsible and safe.
3. Follow the school and classroom rules and respect agreements.
4. Complete all school and homework.

__________________________________________  ________________
Student Signature                        Date

Teacher checklist includes:

I will do my personal best to:

1. Provide a safe and caring environment where your child will begin to be responsible for his/her own behavior and learning.
2. Follow the curriculum designed for your student.
3. Take into account individual strengths in children.
4. Help your child follow the school and classroom rules.
5. Keep you informed of your child's progress on a regular basis.
6. Schedule parent/teacher conferences to accommodate parents' schedules.
7. Assign homework and record the return of homework.

__________________________________________  ________________
Teacher Signature                        Date

THANK YOU FOR YOUR COMMITMENT AND SUPPORT!
Acuerdo de padres, estudiante y maestro

Misión:
Diamond Hill Elementary es un lugar de excelencia donde todos los estudiantes participan en el aprendizaje de alta calidad en el mundo real.

Visión:
Preparar a todos los estudiantes para que sean aprendices de por vida, que sean miembros responsables, amables y productivos de la comunidad.

Para lograr lo anterior, padres, maestros y estudiantes necesitan trabajar juntos. Le pedimos que prometa hacer esto completando y firmando la parte del acuerdo que le corresponde a usted.

La lista de comprobación padre/maestro incluye:

Haré todo lo posible por:

1. Supervisar que mi hijo/a haga sus tareas escolares empleando tiempo, un lugar adecuado y apoyo para terminar o repasar las tareas.
2. Asistir a la conferencia de padres/maestros para cada uno de mis hijo/as.
3. Hablar con mi hijo/a a diario sobre la escuela.
4. Asegurarme que mi hijo/a asista a clases a diario.
5. Asistir a funciones/asambleas en la escuela o virtuales. (Los ejemplos son asambleas de asistencia, celebraciones especiales de diversidad, reuniones de padres, programas de música, día de premios, reuniones de la PTA y competencias.)

He leído y comprendo el compromiso y las expectativas escritas en este manual.

______________________________  ______________________
Firma del padre                  Fecha

Por favor, firme y devuelva esta página al maestro de su hijo.
El maestro y los alumnos firmarán una copia juntos en clase.

La lista de compromiso del estudiante incluye:

Haré todo lo posible por:

1. Tener una mentalidad lista para el crecimiento académico.
2. Seguir las reglas de la escuela y del salón.
3. Respetar a la gente y a la comunidad
4. Entregar todos mis trabajos de la escuela y la casa.

__________________________  ___________________________
Firma del estudiante        Fecha

La lista de compromiso del maestro incluye:

Haré todo lo posible por:

1. Proporcionar un ambiente seguro y cuidadoso donde su hijo/a comenzará a ser responsable de su propio comportamiento y aprendizaje.
2. Seguir el plan de estudios diseñado para su hijo/a.
3. Considerar los puntos fuertes individuales de los estudiantes.
4. Ayudar a su hijo/a a seguir las reglas de la escuela y de la clase.
5. Mantenerles informados del progreso de su hijo/a en forma regular.
6. Programar las conferencias de padres/maestros para acomodar el horario de los padres.
7. Asignar tareas y registrar la devolución de tareas.

__________________________  ___________________________
Firma del maestro(a)        Fecha

¡GRACIAS POR SU COMPROMISO Y APOYO!