

# Fort Worth Independent School District 2020-2021 Campus Improvement Plan

**Principal:** Martinez, Marlyn

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

**Executive Director:** Hilda Caballero

## Fort Worth ISD Mission Statement

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

### Vision

*Igniting in Every Child a Passion for Learning*

### Student Outcome Goals

**Early Literacy** - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2021.

**Middle Grade Math** - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2021.

**College and Career Readiness** - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2021.

### School Profile

#### Student Enrollment by Program

Attendance Rate: 85

Special Education: 7.9

Dual Language/ESL: 58.5

Gifted and Talented: 8.7

Career and Technology: 0

Percentage of at-risk students: 77.2

Percentage of English Language (EL) students: 59.7

Percentage of economically disadvantage students: 95.6

### 2020-2021 Campus Site-Based Committee

Name	Role
Marilyn Martinez	Principal
Daisy Sancen-Salinas	Additional Representative Appointment
Vianey Lemus	District Employee Relations Council Representative
Aracely Galvan	Teacher
Denisse Aguilar	Teacher
David Roper	Teacher
Nancy Garcia	Campus Non-Teacher Professional
Benjamin Hall	Additional Representative Appointment
Miguel Martinez	Business Representative
David Hatcher	Community Representative
Jessica Becerra	District Level Staff
Vacant	Teacher
Vacant	Teacher
Vacant	Parent

### Accountability Summary

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

Beginning with 2021-2022, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

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

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: <b>Student Achievement</b> 72	79 - C
Domain 2: <b>School Progress</b> 80	
Domain 3: <b>Closing The Gaps</b> 78	

#### Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

### Campus Assurances and Certification for the 2020-2021 School Year

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

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Yes Title I, Part A; and

No Turnaround Plans

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

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

# Comprehensive Needs Assessment Summary for 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
<b>Demographics</b>	<ol style="list-style-type: none"> <li>Teachers are referring more students with Dyslexia indicators. This has resulted in acquiring an additional full time Dyslexia teacher.</li> <li>Our student population is 96% hispanic. Our TELPAS data demonstrates that most of our students are making gains 47% improved, 46% stayed the same, and 8% regressed in 1st-5th grade.</li> <li>All students are being serviced by a bilingual counselor.</li> </ol>	<ol style="list-style-type: none"> <li>We have three classrooms that are out of compliance. Two of which are third grade classrooms where data shows students are not performing at grade level.</li> <li>TELPAS data indicates that 8% of our EL students regressed.</li> <li>Our population is 94% economically disadvantaged with transient and high social/emotional needs.</li> </ol>	<ol style="list-style-type: none"> <li>Implement 21st century skills campuswide. (technology and social emotional)</li> <li>Alignment of instructional expectations in all grade levels.</li> <li>Accelerating instruction for our students in need through a focus on literacy across all contents.</li> <li>Increasing meaningful parent/family involvement and communication.</li> <li></li> </ol>
<b>Student Achievement</b>	<ol style="list-style-type: none"> <li>100% AR participation has supported lexile increase throughout 2nd-5th grade.</li> <li>All K-2 teachers have been trained in either Neuhaus or Estrellita as part of a needed phonics program.</li> <li>Most students are making progress on NWEA Map.</li> </ol>	<ol style="list-style-type: none"> <li>English proficiency low in reading and writing according to TELPAS and STAAR data.</li> <li>Campus is in need of a strong supplemental phonics online program. Possibly adding a program as a campus such as (A-Z).</li> <li>Vertical/horizontal alignment to address our students' learning gaps. Consistent strategies across content areas and grade levels.</li> </ol>	
<b>School Culture and Climate</b>	<ol style="list-style-type: none"> <li>Climate is very friendly, kind, and generous where growth mindset is celebrated and practiced amongst staff and students.</li> <li>Campus wide incentive programs such as Terrific Kids, Mavens, Achieve 3000, and Attendance.</li> <li>Our school is a Blue Zone campus where we promote physical and mental wellbeing through athletics and multiple fine arts initiatives.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher attendance has decreased 4% causing classrooms to continuously be split and losing quality instructional time.</li> <li>Structured consistent schoolwide PBIS program needed to help guide staff to support social/emotional needs and growth of students on campus.</li> <li></li> </ol>	
<b>Staff Quality/ Professional Development</b>	<ol style="list-style-type: none"> <li>High percentage of Teachers are pursuing or hold a Higher Education Degree.</li> <li>High percentage of Teachers attend professional development to perfect their craft.</li> <li>Professional Learning Communities are an ongoing practice.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher led observation protocols and learning walks.</li> <li>Follow up PDs on Campus initiatives and sharing of ideas campus wide.</li> <li>Additional classroom management training. (Dealing with difficult students, social/emotional). Also, CPI training is needed.</li> </ol>	
<b>Curriculum, Instruction, and Assessment</b>	<ol style="list-style-type: none"> <li>Achieve 3000/NWEA MAP has been beneficial for overall assessment and immediate feedback.</li> <li>Implementation of PLTW is leading our students into using more critical thinking skills.</li> <li>Various technology enriches instruction and assessment.</li> </ol>	<ol style="list-style-type: none"> <li>In need of consistent vertical/horizontal alignment in regards to our students' learning gaps. Consistent planning and TEKS alignment.</li> <li>Literacy and Success maker needed for all lower grade students. (Eng./Span.)</li> <li>Classrooms assessments are not aligned to grade level TEKS.</li> </ol>	

<b>Family and Community Involvement</b>	1.	Parent education sessions including Coffee with Principal sessions, Life Lines, Student Resilience etc.	1.	More parent volunteers with academic link to classrooms.
	2.	Parent Liaison sends out monthly calendar and newsletter in both languages.	2.	Develop additional community/family physical and/or virtual (creative for Covid-19 period) activities.
	3.	Family academic events such as Reading for a Clause, Science Night, PLTW Summit etc.	3.	Increase parent portal and Ready Rosie registration numbers to help promote early literacy and parent academic awareness.
<b>School Context and Organization</b>	1.	We are able to provide appropriate placement for all of our students (DLE & RP)	1.	Mixed and overflow classrooms continue to be a concern. The same group of students seem to be affected by the wave of bridge and size of classroom make ups.
	2.	Departmentalization is used to capitalize on teacher content area mastery	2.	An abundance of families on affidavits with concerns (tardies, absences, etc.)
	3.		3.	

# Academic Excellence Goals

## Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 122 - Diamond Hill ES

Principal: Martinez, Marlyn

Executive Director: Hilda Caballero

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	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.	--	45.00	--	50	
	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.	--	45.00	--		

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Monitoring Map growth for expected individual progress while increasing data literacy to improve instructional practices specifically focusing on priority groups.	Provide Map training for teachers and leadership. (resources and materials will be provided for training.)	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	9/28/2020	Title I	2,000	On Target	Student's reading level will increase as evidenced by MAP data with a minimum of one year's growth.
2 Title I	Monitoring Map growth for expected individual progress while increasing data literacy to improve instructional practices specifically focusing on priority groups.	1) Data Analyst will develop and guide teachers in the implementation of a system to track students goals and data growth. 2) Teachers will help students understand data and develop incremental attainable goals in order to develop plan of action. (materials and subs will be provided as needed) 3) Intervention program will be utilized to facilitate student growth. Teacher assistants will support intervention programs.	Instructional Leadership,Teacher (s),Data Analyst	11/13/2020	Title I	106,000	On Target	Student's reading level will increase as evidenced by MAP data with a minimum of one year's growth.
3 Title I	Monitoring Map growth for expected individual progress while increasing data literacy to improve instructional practices specifically focusing on priority groups.	1) Funds for all instructional supplies needed to support extended and supplemental efforts. 2) Students will read self-selected texts and participate in assessments via the Accelerated Reader program. 3) Teachers will attend in house and outside PLCs to improve literacy & framework knowledge. (extra duty pay & resources)	Principal	1/18/2021	Title I	18,516	On Target	Student's reading level will increase as evidenced by MAP data with a minimum of one year's growth.
4 Title I	Monitoring Map growth for expected individual progress while increasing data literacy to improve instructional practices specifically focusing on priority groups.	Library will expand selection of books that represent our school demographics.	Instructional Leadership,Other	12/18/2020	Local (Basic Allotment)	5,000	Not Started	Student's reading level will increase as evidenced by MAP data with a minimum of one year's growth.
5 Title I	Monitoring Map growth for expected individual progress while increasing data literacy to improve instructional practices specifically focusing on priority groups.	Funds for all instructional supplies needed to support extended and supplemental efforts.	Principal	1/11/2021	SCE	4,652	On Target	Student's reading level will increase as evidenced by MAP data with a minimum of one year's growth.

6	LEP	Increase teacher capacity and knowledge of all components of the instructional framework.	Teachers will utilize visuals to help students organize classroom goals, specific strategies, and student outcomes. (supplies and visual maker will be purchased)	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	10/30/2020	Other	6,000	Not Started	Teacher lesson execution will improve as evidenced via lesson plans, walk-through feedback and student data.
7	LEP	Increase teacher capacity and knowledge of all components of the instructional framework.	Teachers will engage in professional development revolving around best practices within each instructional framework component. (supplies and materials for implementation will be purchased)	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	1/11/2021	SCE	1,000	On Target	Teacher lesson execution will improve as evidenced via lesson plans, walk-through feedback and student data.

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

**BOY Status:**

Principal Evidence:

Leadership Feedback:

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:

# Mission Goals

## Fort Worth Independent School District 2020-2021 Mission Goals Action Plan

Campus Name: 122 - Diamond Hill ES

Principal: Martinez, Marlyn

Executive Director: Hilda Caballero

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Math will increase from	39	45	EOY June 2021

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Increase understanding of alignment, rigor, and engagement of specific TEKS from assessments.	1) Staff Book Study- All staff will read "Total Participation Techniques" by Persida Himmele. (purchase books & extra duty pay) 2) Focused Teacher Collaboration to implement practices tied to book study. (extra duty pay for cohort of teachers willing to engage in application of practices learned) 3) Provide supplemental student support for all content areas. (TA's/Tutors) 4) Funds for technology equipment that will support extended and supplementary learning in all content areas.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	10/9/2020	Title I	84,500	Not Started	Students at each level (approaches, meets, masters) will increase. RIT scores will demonstrate adequate individualized progress at each quarter.
2 Title I	Increase understanding of alignment, rigor, and engagement of specific TEKS from assessments.	Purchase additional supplemental resources and materials aligned to identified needs.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	10/30/2020	Special Education	3,248	Not Started	Students at each level (approaches, meets, masters) will increase. RIT scores will demonstrate adequate individualized progress at each quarter.
3 Title I	Increase understanding of alignment, rigor, and engagement of specific TEKS from assessments.	Purchase additional supplemental resources and materials aligned to identified needs.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	2/1/2021	Bilingual	1,932	On Target	Students at each level (approaches, meets, masters) will increase. RIT scores will demonstrate adequate individualized progress at each quarter.
4 Title I	Increase understanding of alignment, rigor, and engagement of specific TEKS from assessments.	Funds for technology equipment that will support extended and supplementary learning in all content areas.	Principal,Teacher(s)	1/11/2021	Local (Basic Allotment)	5,767	Not Started	Students at each level (approaches, meets, masters) will increase. RIT scores will demonstrate adequate individualized progress at each quarter.
5 Title I	Increase understanding of alignment, rigor, and engagement of specific TEKS from assessments.	Purchase additional supplemental resources and materials aligned to identified needs.	Principal,Teacher(s)	10/30/2020	Gifted & Talented	432	Not Started	Students at each level (approaches, meets, masters) will increase. RIT scores will demonstrate adequate individualized progress at each quarter.

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

**BOY Status:**

Principal Evidence:

Leadership Feedback:

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:

# Learning Environment Goals

## Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

Campus Name: 122 - Diamond Hill ES

Principal: Martinez, Marlyn

Executive Director: Hilda Caballero

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	196	400	EOY
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	10	5	EOY
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	5	10	EOY

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Parents/guardians enrolled in Parent Portal will increase throughout the year.	Liaison's \$9,000 salary comes from District set aside; enables liaison to work up to 20 hours/week 2) Data Clerk and Parent Liaison will assist families with the enrollment of Parent Portal. Enrollment count will be monitored bi-weekly on a tracking document. General supplies will be purchased in order to increase parent enrollment. 3) Develop and disseminate consistent weekly and monthly parent communication. (mail, virtual, blackboard)	Principal	9/7/2020	Title I	10,000	On Target	Goal is to have at least 75 percent of families enrolled in Parent Portal resulting in parent/guardians increased awareness and involvement in the increase of student grades and overall success.
2 Title I	Parents/guardians enrolled in Parent Portal will increase throughout the year.	Schedule monthly (virtual parent learning workshops). Provide parents with follow up materials, resources connected to workshops, and snacks to promote participation.	Principal, Assistant Principal, Other	6/18/2021	Title I	1,000	Not Started	Goal is to have at least 75 percent of families enrolled in Parent Portal resulting in parent/guardians increased awareness and involvement in the increase of student grades and overall success.
3 Title I	Teachers and students will engage in SEL and Culturally Responsive PD sessions such as TBR1, Restorative Practices and Leader in Me in order to increase achievement in all groups.	Data will be shared and analyzed among staff and other stakeholders every six weeks in order to develop action steps. (General supplies and resources will be purchased to support this action step.)	Principal, Assistant Principal, Instructional Leadership, Teacher (s), Other, Data Analyst	6/4/2021	Title I	1,500	Not Started	The number of duplicated referrals will decrease as evidenced by focus reports ADQ Cycle reports.
4 Title I	Students and other stakeholders will engage in activities revolving around mental, physical and nutritional wellness.	Wellness coordinator will identify, schedule and inform stakeholders of the events/sessions. (General supplies and incentives will be purchased in order to support this action step)	Principal, Assistant Principal, Instructional Leadership, Teacher (s), Student Support Services, External Stakeholder, Other, Data Analyst	6/11/2021	Local (Basic Allotment)	1,000	On Target	Increase of participation in all events as evidenced in student logs and sign-in sheets. Positive culture will be maintained among all school community.

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

#### BOY Status:

Principal Evidence:



Leadership Feedback:

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:

