

**Fort Worth Independent School District**  
**122 Diamond Hill Elementary School**  
**2023-2024 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 are respectful, responsible, and safe!

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# Comprehensive Needs Assessment

**Revised/Approved: April 10, 2023**

## **Needs Assessment Overview**

### **Needs Assessment Overview Summary**

On April 10, 2023 the CNA approval took place by all stakeholders during pertinent committees including SBDM.

# 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 494 students in the surrounding neighborhood with a student population composed of 94.5% Hispanic, 3.1% White, 1.5% African American, .3% Asian, and .5% two or more. 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 Blue Zones.

## 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 94.5% Hispanic.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** For the past three years our attendance rate has been below 95%, our year to date percentage is 93.4%. **Root Cause:** There is no clear procedure/practice that includes communication and documentation between the Teacher of Record and Office Personnel/Attendance Clerk regarding family contact when absences reach certain milestones (absent consecutive days of 2,5,7, etc.).

**Problem Statement 2 (Prioritized):** 33% of teachers have 0-5 years of teaching experience and do not have a diverse repertoire of instructional methodologies. **Root Cause:** There is a need to build capacity by providing PLCs that focus on effective, diverse instructional methodologies.

# Student Learning

## Student Learning Summary

### 2022 --> 2023 STAAR 3-5 Average Progress Summary (Students at APPROACHES or higher):

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

### 2023 MAP Growth Math % of Students Who Met FA>FA Projected Growth:

- 1st: 31%
- 2nd: 32%
- 3rd: 29%
- 4th: 58%<sub>m</sub>
- 5th: 40%

### 2023 MAP Growth Reading (EN) % of Students Who Met FA>FA Projected Growth:

- 1st: 33%
- 2nd: 29%
- 3rd: 31%
- 4th: 35%
- 5th: 54%<sub>m</sub>

## 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):** MAP Projected GROWTH measures from: EOY were not met on average in 3 out of the 6 grade levels in Math. (K-47%, 1st-59%, 2nd-35%, 3rd-27%, 4th-81%, and 5th-53%) BOY to MOY were not met on average in 5 out of 6 grade levels in Math. (K-51%, 1st-31%, 2nd-32%, 3rd-29%, 4th-58%, and 5th-40%) **Root Cause:** There is a need to fortify and build capacity pertaining to Math instruction; specifically, lack of teachers' understanding of the alignment between our district curriculum and TEKS, and foundational skills.

**Problem Statement 2 (Prioritized):** MAP Projected GROWTH measures from EOY were not met on average in 2 out of the 6 grade levels in Reading . (K-33%, 1st-41%, 2nd-42%, 3rd-28%, 4th-55%, and 5th-61%) BOY to MOY were not met on average in 5 out of 6 grade levels in Reading. (K-43%, 1st-33%, 2nd-29%, 3rd-31%, 4th-35%, and 5th-54%) **Root Cause:** There is a need to fortify and build capacity pertaining to Reading instruction; specifically, lack of teachers' understanding of the alignment between our district curriculum and TEKS, and foundational skills.

# School Processes & Programs

## School Processes & Programs Summary

In regard to curriculum and instruction, we utilize NWEA MAP Growth as our main source of data for Math and Reading. In addition, we prioritize Tier 1 instruction through weekly PLC rotations to internalize lessons from our curricula (Amplify and Eureka). Our teachers utilize the PLC structure to analyze data and student growth in order to plan effective lessons. Another priority area is focusing on our students' SEL by implementing Restorative Practices. Lexia Core5 and DreamBox are additional programs utilized by our campus to maximize academic gains which hold students and teachers accountable for the sustained increase in reading and math RIT scores throughout the school year.

## School Processes & Programs Strengths

Diamond Hill Elementary School empowers students with a growth mindset who become lifelong learners and responsible leaders of the community. We offer a plethora of opportunities that enhance our students' overall development and equip them with skills for a lifetime. We have a partnership with the Optimist Club offering athletic activities such as football, softball, soccer, and cheer. We provide several leadership development programs like Student Council and Garden Club. Diamond Hill embraces the fine arts offering clubs such as choir, ballet, percussion, and art. DHE offers a safe environment where all students are engaged in high quality, equitable, real-world learning experiences.

Students that are not making adequate progress are targeted through SST system where students needs are addressed. Our Instructional Coach supports the needs of our identified teachers through instructional and planning support.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** MAP Projected GROWTH measures from BOY to MOY were not met on average in 5 out of 6 grade levels in both Math and Reading. **Root Cause:** There is a need to fortify and build capacity for our teachers to develop student goals, progress monitor, and document interventions/supports in our district-wide system.

**Problem Statement 2 (Prioritized):** 52 % of EB students are not meeting their MAP Projected GROWTH goal in Reading. (TELPAS data in each level (AH, A, I, B)) **Root Cause:** There is a need for consistent, streamlined implementation of best practices in regard to language acquisition and development of reading foundational skills in both languages.

**Problem Statement 3 (Prioritized):** The number of behavior incidents entered in the Student Support Log has increased from 32 in the 2021 -2022 school year to 52 in the 2022-2023 school year. **Root Cause:** Our staff lacks the understanding on how to facilitate and support the varied SEL needs in the classroom.

# Perceptions

## Perceptions Summary

DHE is in the initial phase of implementation of our SST system. Case load of students has been identified. SST members have been assigned to grade levels as a point of contact and guidance for the process. SST meets at least twice monthly to review case load and further steps in each individual case.

## Perceptions Strengths

Our teachers are receptive to guidance and ideas provided by the SST.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** In the 2022 - 2023 school year, we have had 3 major technology and social media based incidents leading to significant violations of the Student Code of Conduct. **Root Cause:** Our school community has a lack of awareness of consequences and understanding of digital citizenship.

**Problem Statement 2 (Prioritized):** According to Branching Minds TM report, 165 students were identified as Tier 3 at BOY, of which, 96 students have remained neutral, 39 students moved to Tier 2 and 30 students moved to Tier 1 at EOY. **Root Cause:** Our staff lacks clarity regarding the implementation and effective use of Branching Minds as a tool to execute student goal setting, intervention, and progress monitoring.



# Priority Problem Statements

**Problem Statement 1:** MAP Projected GROWTH measures from: EOY were not met on average in 3 out of the 6 grade levels in Math. (K-47%, 1st-59%, 2nd-35%, 3rd-27%, 4th-81%, and 5th-53%) BOY to MOY were not met on average in 5 out of 6 grade levels in Math. (K-51%, 1st-31%, 2nd-32%, 3rd-29%, 4th-58%, and 5th-40%)

**Root Cause 1:** There is a need to fortify and build capacity pertaining to Math instruction; specifically, lack of teachers' understanding of the alignment between our district curriculum and TEKS, and foundational skills.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** MAP Projected GROWTH measures from EOY were not met on average in 2 out of the 6 grade levels in Reading . (K-33%, 1st-41%, 2nd-42%, 3rd-28%, 4th-55%, and 5th-61%) BOY to MOY were not met on average in 5 out of 6 grade levels in Reading. (K-43%, 1st-33%, 2nd-29%, 3rd-31%, 4th-35%, and 5th-54%)

**Root Cause 2:** There is a need to fortify and build capacity pertaining to Reading instruction; specifically, lack of teachers' understanding of the alignment between our district curriculum and TEKS, and foundational skills.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 33% of teachers have 0-5 years of teaching experience and do not have a diverse repertoire of instructional methodologies.

**Root Cause 3:** There is a need to build capacity by providing PLCs that focus on effective, diverse instructional methodologies.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** MAP Projected GROWTH measures from BOY to MOY were not met on average in 5 out of 6 grade levels in both Math and Reading.

**Root Cause 4:** There is a need to fortify and build capacity for our teachers to develop student goals, progress monitor, and document interventions/supports in our district-wide system.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** 52 % of EB students are not meeting their MAP Projected GROWTH goal in Reading. (TELPAS data in each level (AH, A, I, B))

**Root Cause 5:** There is a need for consistent, streamlined implementation of best practices in regard to language acquisition and development of reading foundational skills in both languages.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** In the 2022 - 2023 school year, we have had 3 major technology and social media based incidents leading to significant violations of the Student Code of Conduct.

**Root Cause 6:** Our school community has a lack of awareness of consequences and understanding of digital citizenship.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** According to Branching Minds TM report, 165 students were identified as Tier 3 at BOY, of which, 96 students have remained neutral, 39 students moved to Tier 2 and 30 students moved to Tier 1 at EOY.

**Root Cause 7:** Our staff lacks clarity regarding the implementation and effective use of Branching Minds as a tool to execute student goal setting, intervention, and progress monitoring.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** The number of behavior incidents entered in the Student Support Log has increased from 32 in the 2021 -2022 school year to 52 in the 2022- 2023 school year.

**Root Cause 8:** Our staff lacks the understanding on how to facilitate and support the varied SEL needs in the classroom.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** For the past three years our attendance rate has been below 95%, our year to date percentage is 93.4%.

**Root Cause 9:** There is no clear procedure/practice that includes communication and documentation between the Teacher of Record and Office Personnel/Attendance Clerk regarding family contact when absences reach certain milestones (absent consecutive days of 2,5,7, etc.).

**Problem Statement 9 Areas:** Demographics

# 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)
- 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
- 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 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

**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 70% to 75% by May 2024.

\*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 77% to 82% by May 2024.

\*Increase the percentage of Economically Disadvantaged students who score on track on Circle Phonological Awareness in English from 72% to 77% by May 2024.

**Evaluation Data Sources:** CLI Engage

**Strategy 1:** Improve the quality and alignment of Tier 1 instruction for all students through the use of the PK Creative 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:** Instructional Leadership Team

**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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Establish and monitor a system of observation, feedback, and expectations for all content areas (on going weekly instructional focus, look fors, etc...).				
<b>Intended Audience:</b> Campus Administrators				
<b>Provider / Presenter / Person Responsible:</b> Principal and Assistant Principal				
<b>Date(s) / Timeframe:</b> August 2023-May 2024				
<b>Collaborating Departments:</b> Early Learning Department, Literacy Department, Mathematics				
<b>Delivery Method:</b> PLC, SMORE, Communication Board, etc...				

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Track and monitor the implementation of the Creative Curriculum by utilizing the Coaching to Fidelity Indicators and schedule a minimum of three Learning Walks by May 2024. <b>Intended Audience:</b> Teachers, CIC, Campus Administrators <b>Provider / Presenter / Person Responsible:</b> Campus Administrators/PK Team <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Early Learning Department <b>Delivery Method:</b> Online/Blended Learning	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> 33% of teachers have 0-5 years of teaching experience and do not have a diverse repertoire of instructional methodologies. <b>Root Cause:</b> There is a need to build capacity by providing PLCs that focus on effective, diverse instructional methodologies.
Student Learning
<b>Problem Statement 1:</b> MAP Projected GROWTH measures from: EOY were not met on average in 3 out of the 6 grade levels in Math. (K-47%, 1st-59%, 2nd-35%, 3rd-27%, 4th-81%, and 5th-53%) BOY to MOY were not met on average in 5 out of 6 grade levels in Math. (K-51%, 1st-31%, 2nd-32%, 3rd-29%, 4th-58%, and 5th-40%) <b>Root Cause:</b> There is a need to fortify and build capacity pertaining to Math instruction; specifically, lack of teachers' understanding of the alignment between our district curriculum and TEKS, and foundational skills.
<b>Problem Statement 2:</b> MAP Projected GROWTH measures from EOY were not met on average in 2 out of the 6 grade levels in Reading . (K-33%, 1st-41%, 2nd-42%, 3rd-28%, 4th-55%, and 5th-61%) BOY to MOY were not met on average in 5 out of 6 grade levels in Reading. (K-43%, 1st-33%, 2nd-29%, 3rd-31%, 4th-35%, and 5th-54%) <b>Root Cause:</b> There is a need to fortify and build capacity pertaining to Reading instruction; specifically, lack of teachers' understanding of the alignment between our district curriculum and TEKS, and foundational skills.
School Processes & Programs
<b>Problem Statement 1:</b> MAP Projected GROWTH measures from BOY to MOY were not met on average in 5 out of 6 grade levels in both Math and Reading. <b>Root Cause:</b> There is a need to fortify and build capacity for our teachers to develop student goals, progress monitor, and document interventions/supports in our district-wide system.

**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 50% to 54% by May 2024.

\*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 34% to 38% by May 2024.

\*Increase the percentage of Special Education students who Meet or Exceed grade level expectations in English from 29% to 33% by May 2024.

**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 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:** Instructional Leadership Team

**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, 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Establish and monitor a system of observation, feedback, and expectations for all content areas (on going weekly instructional focus, look fors, etc...).		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Track and monitor the implementation of Amplify Curriculum by utilizing the Amplify Indicators and schedule a minimum of three Learning Walks by May 2024. <b>Intended Audience:</b> Teachers, CIC, Campus Administrators <b>Provider / Presenter / Person Responsible:</b> Campus Administrators/K-5th Staff <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Literacy Department <b>Delivery Method:</b> PLC	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Implementation and monitoring of supplemental resources and materials such as IReady and Amplify Boost, etc... in order to address the needs of our EB/EL students. <b>Intended Audience:</b> Teachers, CIC, Campus Administrators <b>Provider / Presenter / Person Responsible:</b> Campus Administrators/K-5th Staff <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Literacy and Vendor <b>Delivery Method:</b> PLC	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## School Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 2:</b> 33% of teachers have 0-5 years of teaching experience and do not have a diverse repertoire of instructional methodologies. <b>Root Cause:</b> There is a need to build capacity by providing PLCs that focus on effective, diverse instructional methodologies.
Student Learning
<b>Problem Statement 1:</b> MAP Projected GROWTH measures from: EOY were not met on average in 3 out of the 6 grade levels in Math. (K-47%, 1st-59%, 2nd-35%, 3rd-27%, 4th-81%, and 5th-53%) BOY to MOY were not met on average in 5 out of 6 grade levels in Math. (K-51%, 1st-31%, 2nd-32%, 3rd-29%, 4th-58%, and 5th-40%) <b>Root Cause:</b> There is a need to fortify and build capacity pertaining to Math instruction; specifically, lack of teachers' understanding of the alignment between our district curriculum and TEKS, and foundational skills.
<b>Problem Statement 2:</b> MAP Projected GROWTH measures from EOY were not met on average in 2 out of the 6 grade levels in Reading . (K-33%, 1st-41%, 2nd-42%, 3rd-28%, 4th-55%, and 5th-61%) BOY to MOY were not met on average in 5 out of 6 grade levels in Reading. (K-43%, 1st-33%, 2nd-29%, 3rd-31%, 4th-35%, and 5th-54%) <b>Root Cause:</b> There is a need to fortify and build capacity pertaining to Reading instruction; specifically, lack of teachers' understanding of the alignment between our district curriculum and TEKS, and foundational skills.
School Processes & Programs
<b>Problem Statement 1:</b> MAP Projected GROWTH measures from BOY to MOY were not met on average in 5 out of 6 grade levels in both Math and Reading. <b>Root Cause:</b> There is a need to fortify and build capacity for our teachers to develop student goals, progress monitor, and document interventions/supports in our district-wide system.



<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> 52 % of EB students are not meeting their MAP Projected GROWTH goal in Reading. (TELPAS data in each level (AH, A, I, B)) <b>Root Cause:</b> There is a need for consistent, streamlined implementation of best practices in regard to language acquisition and development of reading foundational skills in both languages.

**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 projected growth on MAP Growth Reading in English from 49% to 54% by May 2024.

\*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 43% to 48% by May 2024.

\*Increase the percentage of Special Education who meet or exceed projected growth on MAP Growth Reading from 28% to 33% by May 2024.

**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:** ILT

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Establish and monitor a system of observation, feedback, and expectations for all content areas (on going weekly instructional focus, look fors, etc...).		Formative			Summative
		Nov	Jan	Mar	June

**Intended Audience:** Campus Administrators  
**Provider / Presenter / Person Responsible:** Principal and Assistant Principal  
**Date(s) / Timeframe:** August 2023-May 2024  
**Collaborating Departments:** Early Learning Department, Literacy Department, Mathematics  
**Delivery Method:** PLC, SMORE, Communication Board, etc...  
  
**Funding Sources:** Supplemental Instructional materials to support Sped Students. - SPED (199 PIC 23) - - \$500, Supplemental supplies to help mee the needs of our Sped Students. - SPED (199 PIC 23) - - \$2,021

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Track and monitor the implementation of Amplify Curriculum by utilizing the Amplify Indicators and schedule a minimum of three Learning Walks by May 2024. <b>Intended Audience:</b> Teachers, CIC, Campus Administrators <b>Provider / Presenter / Person Responsible:</b> Campus Administrators/K-5th Staff <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Literacy Department <b>Delivery Method:</b> PLC	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Implementation and monitoring of supplemental resources and materials such as IReady and Amplify Boost, etc... in order to address the needs of our EB/EL students. <b>Intended Audience:</b> Teachers, CIC, Campus Administrators <b>Provider / Presenter / Person Responsible:</b> Campus Administrators/K-5th Staff <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Literacy and Vendor <b>Delivery Method:</b> PLC  <b>Funding Sources:</b> Supplemental resources such as A-Z, Amplify-Boost, etc . - Title I (211) - 211-11-6399-04E-122-30-510-000000-24F10 - \$3,020, Instructional supplies, paper, ink, manipulatives - Title I (211) - 211-11-6399-04E-122-30-510-000000-24F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### School Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> For the past three years our attendance rate has been below 95%, our year to date percentage is 93.4%. <b>Root Cause:</b> There is no clear procedure/practice that includes communication and documentation between the Teacher of Record and Office Personnel/Attendance Clerk regarding family contact when absences reach certain milestones (absent consecutive days of 2,5,7, etc.). <b>Problem Statement 2:</b> 33% of teachers have 0-5 years of teaching experience and do not have a diverse repertoire of instructional methodologies. <b>Root Cause:</b> There is a need to build capacity by providing PLCs that focus on effective, diverse instructional methodologies.
Student Learning
<b>Problem Statement 2:</b> MAP Projected GROWTH measures from EOY were not met on average in 2 out of the 6 grade levels in Reading . (K-33%, 1st-41%, 2nd-42%, 3rd-28%, 4th-55%, and 5th-61%) BOY to MOY were not met on average in 5 out of 6 grade levels in Reading. (K-43%, 1st-33%, 2nd-29%, 3rd-31%, 4th-35%, and 5th-54%) <b>Root Cause:</b> There is a need to fortify and build capacity pertaining to Reading instruction; specifically, lack of teachers' understanding of the alignment between our district curriculum and TEKS, and foundational skills.

### School Processes & Programs

**Problem Statement 1:** MAP Projected GROWTH measures from BOY to MOY were not met on average in 5 out of 6 grade levels in both Math and Reading. **Root Cause:** There is a need to fortify and build capacity for our teachers to develop student goals, progress monitor, and document interventions/supports in our district-wide system.

**Problem Statement 2:** 52 % of EB students are not meeting their MAP Projected GROWTH goal in Reading. (TELPAS data in each level (AH, A, I, B)) **Root Cause:** There is a need for consistent, streamlined implementation of best practices in regard to language acquisition and development of reading foundational skills in both languages.

**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 75% to 78% by May 2024.  
Increase the percentage of Spanish speaking students on our campus from 87% to 90% by May 2024.

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

**Strategy 1:** Improve the quality and alignment of Tier 1 instruction for all students through the use of the PK Creative 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:** Instructional Leadership Team

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

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

**Problem Statements:** Student Learning 2 - Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Establish and monitor a system of observation, feedback, and expectations for all content areas (on going weekly instructional focus, look fors, etc...). <b>Intended Audience:</b> Campus Administrators <b>Provider / Presenter / Person Responsible:</b> Principal and Assistant Principal <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Early Learning Department, Literacy Department, Mathematics <b>Delivery Method:</b> PLC, SMORE, Communication Board, etc...	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Track and monitor the implementation of the Creative Curriculum by utilizing the Coaching to Fidelity Indicators and schedule a minimum of three Learning Walks by May 2024. <b>Intended Audience:</b> Teachers, CIC, Campus Administrators <b>Provider / Presenter / Person Responsible:</b> Campus Administrators/PK Team <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Early Learning Department <b>Delivery Method:</b> PLC	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> MAP Projected GROWTH measures from EOY were not met on average in 2 out of the 6 grade levels in Reading . (K-33%, 1st-41%, 2nd-42%, 3rd-28%, 4th-55%, and 5th-61%) BOY to MOY were not met on average in 5 out of 6 grade levels in Reading. (K-43%, 1st-33%, 2nd-29%, 3rd-31%, 4th-35%, and 5th-54%) <b>Root Cause:</b> There is a need to fortify and build capacity pertaining to Reading instruction; specifically, lack of teachers' understanding of the alignment between our district curriculum and TEKS, and foundational skills.
Perceptions
<b>Problem Statement 2:</b> According to Branching Minds TM report, 165 students were identified as Tier 3 at BOY, of which, 96 students have remained neutral, 39 students moved to Tier 2 and 30 students moved to Tier 1 at EOY. <b>Root Cause:</b> Our staff lacks clarity regarding the implementation and effective use of Branching Minds as a tool to execute student goal setting, intervention, and progress monitoring.

**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:** Demographics 2 - Student Learning 1 - School Processes & Programs 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Establish and monitor a system of observation, feedback, and expectations for all content areas (on going weekly instructional focus, look fors, etc...).		Formative			Summative
		Nov	Jan	Mar	June
<b>Intended Audience:</b> Campus Administrators <b>Provider / Presenter / Person Responsible:</b> Principal and Assistant Principal <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Early Learning Department, Literacy Department, Mathematics <b>Delivery Method:</b> PLC, SMORE, Communication Board, etc...					
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**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:** Demographics 2 - Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Track and monitor the implementation of Eureka Curriculum by utilizing the Eureka Indicators and schedule a minimum of three Learning Walks by May 2024. <b>Intended Audience:</b> Teachers, CIC, Campus Administrators <b>Provider / Presenter / Person Responsible:</b> Campus Administrators/K-5th Staff <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Math Department <b>Delivery Method:</b> PLC  <b>Funding Sources:</b> Substitutes for Professional Development - Title I (211) - 211-11-6112-OPD-122-30-510-000000-24F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**School Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> 33% of teachers have 0-5 years of teaching experience and do not have a diverse repertoire of instructional methodologies. <b>Root Cause:</b> There is a need to build capacity by providing PLCs that focus on effective, diverse instructional methodologies.
Student Learning
<b>Problem Statement 1:</b> MAP Projected GROWTH measures from: EOY were not met on average in 3 out of the 6 grade levels in Math. (K-47%, 1st-59%, 2nd-35%, 3rd-27%, 4th-81%, and 5th-53%) BOY to MOY were not met on average in 5 out of 6 grade levels in Math. (K-51%, 1st-31%, 2nd-32%, 3rd-29%, 4th-58%, and 5th-40%) <b>Root Cause:</b> There is a need to fortify and build capacity pertaining to Math instruction; specifically, lack of teachers' understanding of the alignment between our district curriculum and TEKS, and foundational skills.
School Processes & Programs
<b>Problem Statement 1:</b> MAP Projected GROWTH measures from BOY to MOY were not met on average in 5 out of 6 grade levels in both Math and Reading. <b>Root Cause:</b> There is a need to fortify and build capacity for our teachers to develop student goals, progress monitor, and document interventions/supports in our district-wide system.



**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 through Grade 5 students who meet or exceed projected growth on MAP Growth Math in English from 50% to 55% by May 2024.  
Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Math in Spanish from 50% to 55% by May 2024.  
Increase the percentage of EB/EL who meet or exceed projected growth on MAP Growth Math from 45% to 50% by May 2024.

**Evaluation Data Sources:** NWEA MAP

**Strategy 1:** Improve the quality and alignment of Tier 1 Math 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:** Students' Math 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:** Demographics 2 - Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Establish and monitor a system of observation, feedback, and expectations for all content areas (on going weekly instructional focus, look fors, etc...) <b>Intended Audience:</b> Campus Administrators <b>Provider / Presenter / Person Responsible:</b> Principal and Assistant Principal <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Early Learning Department, Literacy Department, Mathematics <b>Delivery Method:</b> PLC, SMORE, Communication Board, etc...				

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Track and monitor the implementation of Eureka Curriculum by utilizing the Eureka Indicators and schedule a minimum of three Learning Walks by May 2024. <b>Intended Audience:</b> Teachers, CIC, Campus Administrators <b>Provider / Presenter / Person Responsible:</b> Campus Administrators/K-5th Staff <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Literacy Department <b>Delivery Method:</b> PLC	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 2:** Improve the quality of Tier 1 instruction through the usage of target, researched 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)

**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	Reviews			
<b>Action Step 1:</b> Build capacity through effective PLC rotations addressing all components of the FWISD PLC framework with fidelity. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Campus Administrators, CIC, and Data Analyst <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> All Content Area Departments <b>Delivery Method:</b> PLC  <b>Funding Sources:</b> Supplemental Support for all content areas. - Title I (211) - 211-13-6119-04E-122-30-510-000000-24F10 - \$80,370	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Ensure students are provided with supplemental differentiated instruction by creating a schedule and progress monitoring tool for the Teacher Assistant to ensure quality and effectiveness. <b>Intended Audience:</b> Title I Assistant, Teachers, CIC <b>Provider / Presenter / Person Responsible:</b> Campus Administrators, CIC, and Data Analyst <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> All Content Area Departments <b>Delivery Method:</b> N/A  <b>Funding Sources:</b> Supplemental Support for all content areas. - Title I (211) - 211-11-6129-04U-122-30-510-000000-24F10 - \$27,381, Supplemental Materials and Supplies - Title I (211) - 211-11-6399-04E-122-30-510-000000-24F10 - \$8,451.42	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### School Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 2:</b> 33% of teachers have 0-5 years of teaching experience and do not have a diverse repertoire of instructional methodologies. <b>Root Cause:</b> There is a need to build capacity by providing PLCs that focus on effective, diverse instructional methodologies.
Student Learning
<b>Problem Statement 1:</b> MAP Projected GROWTH measures from: EOY were not met on average in 3 out of the 6 grade levels in Math. (K-47%, 1st-59%, 2nd-35%, 3rd-27%, 4th-81%, and 5th-53%) BOY to MOY were not met on average in 5 out of 6 grade levels in Math. (K-51%, 1st-31%, 2nd-32%, 3rd-29%, 4th-58%, and 5th-40%) <b>Root Cause:</b> There is a need to fortify and build capacity pertaining to Math instruction; specifically, lack of teachers' understanding of the alignment between our district curriculum and TEKS, and foundational skills.
<b>Problem Statement 2:</b> MAP Projected GROWTH measures from EOY were not met on average in 2 out of the 6 grade levels in Reading . (K-33%, 1st-41%, 2nd-42%, 3rd-28%, 4th-55%, and 5th-61%) BOY to MOY were not met on average in 5 out of 6 grade levels in Reading. (K-43%, 1st-33%, 2nd-29%, 3rd-31%, 4th-35%, and 5th-54%) <b>Root Cause:</b> There is a need to fortify and build capacity pertaining to Reading instruction; specifically, lack of teachers' understanding of the alignment between our district curriculum and TEKS, and foundational skills.
School Processes & Programs
<b>Problem Statement 1:</b> MAP Projected GROWTH measures from BOY to MOY were not met on average in 5 out of 6 grade levels in both Math and Reading. <b>Root Cause:</b> There is a need to fortify and build capacity for our teachers to develop student goals, progress monitor, and document interventions/supports in our district-wide system.

**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





**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> KG-5th Teachers will ensure to provide ample and intentional opportunities for students to engage in Critical Writing across all content areas. <b>Intended Audience:</b> Teachers, CIC, Campus Administrators <b>Provider / Presenter / Person Responsible:</b> Teachers, CIC, Campus Administrators <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> All Content Area Departments <b>Delivery Method:</b> PLCs, Daily Instruction  <b>Funding Sources:</b> Supplies and materials for supplemental instruction and supports for our Sec Lang ESL/Bilingual - BEA (199 PIC 25) - 199-11-6399-001-122-25-313-000000 - \$3,808	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**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 2 - Student Learning 2 - School Processes & Programs 1, 2 - Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> KG-5th teachers will have a data analysis system where students will set goals, track, and monitor their data across content areas. <b>Intended Audience:</b> Teachers, CIC, Campus Administrators <b>Provider / Presenter / Person Responsible:</b> Teachers, CIC, Campus Administrators <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> PLCs, Data Meetings, Individual Student Meeting	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> All KG-5th students needing interventions will receive support utilizing supplemental resources (IReady, Amplify Boost, etc...) and progressed monitored using Branching Minds. <b>Intended Audience:</b> Teachers, Students <b>Provider / Presenter / Person Responsible:</b> Student Support Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> MTSS Department <b>Delivery Method:</b> Data Meetings  <b>Funding Sources:</b> IReady - Title I (211) - 211-11-6399-04E-122-30-510-000000-24F10 - \$6,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**School Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> 33% of teachers have 0-5 years of teaching experience and do not have a diverse repertoire of instructional methodologies. <b>Root Cause:</b> There is a need to build capacity by providing PLCs that focus on effective, diverse instructional methodologies.

### Student Learning

**Problem Statement 2:** MAP Projected GROWTH measures from EOY were not met on average in 2 out of the 6 grade levels in Reading . (K-33%, 1st-41%, 2nd-42%, 3rd-28%, 4th-55%, and 5th-61%) BOY to MOY were not met on average in 5 out of 6 grade levels in Reading. (K-43%, 1st-33%, 2nd-29%, 3rd-31%, 4th-35%, and 5th-54%) **Root Cause:** There is a need to fortify and build capacity pertaining to Reading instruction; specifically, lack of teachers' understanding of the alignment between our district curriculum and TEKS, and foundational skills.

### School Processes & Programs

**Problem Statement 1:** MAP Projected GROWTH measures from BOY to MOY were not met on average in 5 out of 6 grade levels in both Math and Reading. **Root Cause:** There is a need to fortify and build capacity for our teachers to develop student goals, progress monitor, and document interventions/supports in our district-wide system.

**Problem Statement 2:** 52 % of EB students are not meeting their MAP Projected GROWTH goal in Reading. (TELPAS data in each level (AH, A, I, B)) **Root Cause:** There is a need for consistent, streamlined implementation of best practices in regard to language acquisition and development of reading foundational skills in both languages.

**Problem Statement 3:** The number of behavior incidents entered in the Student Support Log has increased from 32 in the 2021 -2022 school year to 52 in the 2022- 2023 school year. **Root Cause:** Our staff lacks the understanding on how to facilitate and support the varied SEL needs in the classroom.

### Perceptions

**Problem Statement 1:** In the 2022 - 2023 school year, we have had 3 major technology and social media based incidents leading to significant violations of the Student Code of Conduct. **Root Cause:** Our school community has a lack of awareness of consequences and understanding of digital citizenship.

**Problem Statement 2:** According to Branching Minds TM report, 165 students were identified as Tier 3 at BOY, of which, 96 students have remained neutral, 39 students moved to Tier 2 and 30 students moved to Tier 1 at EOY. **Root Cause:** Our staff lacks clarity regarding the implementation and effective use of Branching Minds as a tool to execute student goal setting, intervention, and progress monitoring.

**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

- **TEA Priorities:**

Build a foundation of reading and math

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

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> KG-5th math teachers will ensure to provide ample and intentional opportunities for students to engage in effective problem solving methods. <b>Intended Audience:</b> Teachers, CIC, Campus Administrators <b>Provider / Presenter / Person Responsible:</b> Teachers, CIC, Campus Administrators <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> Math Department <b>Delivery Method:</b> PLCs, Daily Instruction  <b>Funding Sources:</b> Supplies and materials for supplemental instruction such as tutoring and camps. - SCE (199 PIC 24) - 199-11-6399-001-122-24-313-000000- - \$7,310, Supplemental Materials for Extension Activities and Projects for our GT Students. - Gifted & Talented (199 PIC 21) - - \$389		Formative			Summative
		Nov	Jan	Mar	June
<div><div>0%</div>No Progress</div> <div><div>100%</div>Accomplished</div> <div><div>→</div>Continue/Modify</div> <div><div>✗</div>Discontinue</div>					

**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 2 - Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> KG-5th teachers will have a data analysis system where students will set goals, track, and monitor their data across content areas. <b>Intended Audience:</b> Teachers, CIC, Campus Administrators <b>Provider / Presenter / Person Responsible:</b> Teachers, CIC, Campus Administrators <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> PLCs, Data Meetings, Individual Student Meeting	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> All KG-5th students needing interventions will receive support utilizing supplemental resources (IReady, Amplify Boost, etc...) and progressed monitored using Branching Minds. <b>Intended Audience:</b> Teachers, Students <b>Provider / Presenter / Person Responsible:</b> Student Support Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> MTSS Department <b>Delivery Method:</b> Data Meetings  <b>Funding Sources:</b> Funding for After Hours Professional Development - Title I (211) - 211-11-6116-0PD-122-30-510-000000-24F10 - \$2,000, Funding for After Hours Professional Development - Title I (211) - 211-11-6116-04E-122-30-510-000000-24F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>				

**School Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> 33% of teachers have 0-5 years of teaching experience and do not have a diverse repertoire of instructional methodologies. <b>Root Cause:</b> There is a need to build capacity by providing PLCs that focus on effective, diverse instructional methodologies.



### Student Learning

**Problem Statement 1:** MAP Projected GROWTH measures from: EOY were not met on average in 3 out of the 6 grade levels in Math. (K-47%, 1st-59%, 2nd-35%, 3rd-27%, 4th-81%, and 5th-53%) BOY to MOY were not met on average in 5 out of 6 grade levels in Math. (K-51%, 1st-31%, 2nd-32%, 3rd-29%, 4th-58%, and 5th-40%) **Root Cause:** There is a need to fortify and build capacity pertaining to Math instruction; specifically, lack of teachers' understanding of the alignment between our district curriculum and TEKS, and foundational skills.

### School Processes & Programs

**Problem Statement 1:** MAP Projected GROWTH measures from BOY to MOY were not met on average in 5 out of 6 grade levels in both Math and Reading. **Root Cause:** There is a need to fortify and build capacity for our teachers to develop student goals, progress monitor, and document interventions/supports in our district-wide system.

### Perceptions

**Problem Statement 2:** According to Branching Minds TM report, 165 students were identified as Tier 3 at BOY, of which, 96 students have remained neutral, 39 students moved to Tier 2 and 30 students moved to Tier 1 at EOY. **Root Cause:** Our staff lacks clarity regarding the implementation and effective use of Branching Minds as a tool to execute student goal setting, intervention, and progress monitoring.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Decrease the number of students who have excessive absences (1 or more courses below 90% attendance) from 72 students to 60 students by May 2024.

**Evaluation Data Sources:** Focus Attendance Reports (Absence by Course and Student Report)

**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 Practices, RDA Data, etc...), and increase parent/school engagement.

**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, 2 - School Processes & Programs 3 - Perceptions 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Student Support Team and Attendance Committee will develop a tracking system involving incentives to promote attendance for the 23-24 school year. <b>Intended Audience:</b> Students, Parents, Teachers, CIC, Campus Administrators <b>Provider / Presenter / Person Responsible:</b> Student Support Team and Attendance Committee <b>Date(s) / Timeframe:</b> By September 2023 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> PLCs	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> All KG-5th students needing interventions will receive support utilizing supplemental resources (IReady, Amplify Boost, etc...) and progressed monitored using Branching Minds. <b>Intended Audience:</b> Teachers, Students	Formative			Summative
	Nov	Jan	Mar	June

**Provider / Presenter / Person Responsible:** Student Support Team  
**Date(s) / Timeframe:** August 2023-May 2024  
**Collaborating Departments:** MTSS Department  
**Delivery Method:** Data Meetings



No Progress



Accomplished



Continue/Modify



Discontinue

### School Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** For the past three years our attendance rate has been below 95%, our year to date percentage is 93.4%. **Root Cause:** There is no clear procedure/practice that includes communication and documentation between the Teacher of Record and Office Personnel/Attendance Clerk regarding family contact when absences reach certain milestones (absent consecutive days of 2,5,7, etc.).

**Problem Statement 2:** 33% of teachers have 0-5 years of teaching experience and do not have a diverse repertoire of instructional methodologies. **Root Cause:** There is a need to build capacity by providing PLCs that focus on effective, diverse instructional methodologies.

#### School Processes & Programs

**Problem Statement 3:** The number of behavior incidents entered in the Student Support Log has increased from 32 in the 2021 -2022 school year to 52 in the 2022- 2023 school year. **Root Cause:** Our staff lacks the understanding on how to facilitate and support the varied SEL needs in the classroom.

#### Perceptions

**Problem Statement 1:** In the 2022 - 2023 school year, we have had 3 major technology and social media based incidents leading to significant violations of the Student Code of Conduct. **Root Cause:** Our school community has a lack of awareness of consequences and understanding of digital citizenship.

**Problem Statement 2:** According to Branching Minds TM report, 165 students were identified as Tier 3 at BOY, of which, 96 students have remained neutral, 39 students moved to Tier 2 and 30 students moved to Tier 1 at EOY. **Root Cause:** Our staff lacks clarity regarding the implementation and effective use of Branching Minds as a tool to execute student goal setting, intervention, and progress monitoring.

**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 FOCUS discipline referrals by school personnel from 13 to 9 by May 2024.  
Decrease the number of discipline referrals by school personnel for ED from 13 to 9 by May 2024.

**Evaluation Data Sources:** Focus Reports-Discipline; Students with Referrals

**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 Practices, RDA Data, etc...), and increase parent/school engagement.

**Strategy's Expected Result/Impact:** Decrease the number of FOCUS student discipline referrals.

**Staff Responsible for Monitoring:** Teachers, SST

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Demographics 1 - School Processes & Programs 3 - Perceptions 1, 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Student Support Team will develop a system with clear guidelines pertaining to behavioral concerns and help teachers create and implement a behavioral plan when needed. <b>Intended Audience:</b> Students, Parents, Teachers, CIC, Campus Administrators <b>Provider / Presenter / Person Responsible:</b> Student Support Team <b>Date(s) / Timeframe:</b> By September 2023 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> PLCs	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**School Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> For the past three years our attendance rate has been below 95%, our year to date percentage is 93.4%. <b>Root Cause:</b> There is no clear procedure/practice that includes communication and documentation between the Teacher of Record and Office Personnel/Attendance Clerk regarding family contact when absences reach certain milestones (absent consecutive days of 2,5,7, etc.).

### School Processes & Programs

**Problem Statement 3:** The number of behavior incidents entered in the Student Support Log has increased from 32 in the 2021 -2022 school year to 52 in the 2022- 2023 school year. **Root Cause:** Our staff lacks the understanding on how to facilitate and support the varied SEL needs in the classroom.

### Perceptions

**Problem Statement 1:** In the 2022 - 2023 school year, we have had 3 major technology and social media based incidents leading to significant violations of the Student Code of Conduct. **Root Cause:** Our school community has a lack of awareness of consequences and understanding of digital citizenship.

**Problem Statement 2:** According to Branching Minds TM report, 165 students were identified as Tier 3 at BOY, of which, 96 students have remained neutral, 39 students moved to Tier 2 and 30 students moved to Tier 1 at EOY. **Root Cause:** Our staff lacks clarity regarding the implementation and effective use of Branching Minds as a tool to execute student goal setting, intervention, and progress monitoring.

**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 2 to 1 by May 2024.

**Evaluation Data Sources:** Focus 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 Practices, RDA Data, etc...), and increase parent/school engagement.

**Strategy's Expected Result/Impact:** Decrease the number of out-of-school suspensions.

**Staff Responsible for Monitoring:** Teachers, SST

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** School Processes & Programs 3 - Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Student Support Team will develop a system with clear guidelines pertaining to behavioral concerns and help teachers create and implement a behavioral plan when needed. <b>Intended Audience:</b> Students, Parents, Teachers, CIC, Campus Administrators <b>Provider / Presenter / Person Responsible:</b> Student Support Team <b>Date(s) / Timeframe:</b> By September 2023 <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> PLCs				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**School Performance Objective 3 Problem Statements:**

School Processes & Programs
<b>Problem Statement 3:</b> The number of behavior incidents entered in the Student Support Log has increased from 32 in the 2021 -2022 school year to 52 in the 2022- 2023 school year. <b>Root Cause:</b> Our staff lacks the understanding on how to facilitate and support the varied SEL needs in the classroom.
Perceptions
<b>Problem Statement 1:</b> In the 2022 - 2023 school year, we have had 3 major technology and social media based incidents leading to significant violations of the Student Code of Conduct. <b>Root Cause:</b> Our school community has a lack of awareness of consequences and understanding of digital citizenship.

**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 2024.

**Evaluation Data Sources:** Calendar Events Log and Parent Signature Logs

**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 Practices, RDA Data, etc...), and increase parent/school engagement.

**Strategy's Expected Result/Impact:** Increase number of student and parent engagement activities.

**Staff Responsible for Monitoring:** Teachers, SST





**Title I:**

2.4, 2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Plan and schedule at least 3 family academic events to enhance our school initiatives. <b>Intended Audience:</b> All stakeholders <b>Provider / Presenter / Person Responsible:</b> Family Engagement Specialist, Staff, Science Museum <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Delivery Method:</b> Family events, Museum  <b>Funding Sources:</b> Snacks for Parents to promote participation - Parent Engagement - 211-61-6499-04L-122-30-510-000000-24F10 - \$1,000, Family Science Night - Parent Engagement - 211-61-6299-04L-122-30-510-000000-24F10 - \$800, Supplies and materials for parental involvement - Parent Engagement - 211-61-6399-04L-122-30-510-000000-24F10 - \$1,026		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**School Performance Objective 4 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> MAP Projected GROWTH measures from BOY to MOY were not met on average in 5 out of 6 grade levels in both Math and Reading. <b>Root Cause:</b> There is a need to fortify and build capacity for our teachers to develop student goals, progress monitor, and document interventions/supports in our district-wide system.

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	Supplemental resources such as A-Z, Amplify-Boost, etc .	Supplies and materials for instructional use	211-11-6399-04E-122-30-510-000000-24F10	\$3,020.00
1	3	1	3	Instructional supplies, paper, ink, manipulatives	Supplies and materials for instructional use	211-11-6399-04E-122-30-510-000000-24F10	\$3,000.00
2	2	2	1	Substitutes for Professional Development	Subs for professional development	211-11-6112-0PD-122-30-510-000000-24F10	\$3,000.00
2	3	2	1	Supplemental Support for all content areas.	Data Analyst	211-13-6119-04E-122-30-510-000000-24F10	\$80,370.00
2	3	2	2	Supplemental Support for all content areas.	Computer Lab Assistant	211-11-6129-04U-122-30-510-000000-24F10	\$27,381.00
2	3	2	2	Supplemental Materials and Supplies	Supplies and materials for instructional use	211-11-6399-04E-122-30-510-000000-24F10	\$8,451.42
3	1	2	2	IReady	Supplies and materials for instructional use	211-11-6399-04E-122-30-510-000000-24F10	\$6,000.00
3	2	2	2	Funding for After Hours Professional Development	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-122-30-510-000000-24F10	\$2,000.00
3	2	2	2	Funding for After Hours Professional Development	Extra duty pay for PD after hours	211-11-6116-0PD-122-30-510-000000-24F10	\$2,000.00
Sub-Total							\$135,222.42
Budgeted Fund Source Amount							\$135,222.42
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Supplies and materials for supplemental instruction such as tutoring and camps.	Supplies and materials for instructional use	199-11-6399-001-122-24-313-000000-	\$7,310.00
Sub-Total							\$7,310.00
Budgeted Fund Source Amount							\$7,310.00
+/- Difference							\$0.00



Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Supplies and materials for parental involvement	Supplies and materials for parental involvement	211-61-6399-04L-122-30-510-000000-24F10	\$1,026.00
4	4	1	1	Family Science Night	Family Science Night	211-61-6299-04L-122-30-510-000000-24F10	\$800.00
4	4	1	1	Snacks for Parents to promote participation	Snacks for Parents to promote participation	211-61-6499-04L-122-30-510-000000-24F10	\$1,000.00
<b>Sub-Total</b>							\$2,826.00
<b>Budgeted Fund Source Amount</b>							\$2,826.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Supplies and materials for supplemental instruction and supports for our Sec Lang ESL/Bilingual	Supplies and materials - instruction	199-11-6399-001-122-25-313-000000	\$3,808.00
<b>Sub-Total</b>							\$3,808.00
<b>Budgeted Fund Source Amount</b>							\$3,808.00
<b>+/- Difference</b>							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Supplemental Materials for Extension Activities and Projects for our GT Students.	GENERAL SUPPLIES		\$389.00
<b>Sub-Total</b>							\$389.00
<b>Budgeted Fund Source Amount</b>							\$389.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Supplemental supplies to help mee the needs of our Sped Students.	GENERAL SUPPLIES		\$2,021.00

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Supplemental Instructional materials to support Sped Students.	INSTRUCTIONAL MATERIALS		\$500.00
Sub-Total							\$2,521.00
Budgeted Fund Source Amount							\$2,521.00
+/- Difference							\$0.00
Grand Total Budgeted							\$152,076.42
Grand Total Spent							\$152,076.42
+/- Difference							\$0.00

# Addendums



# **Title I: Parent-Student-Teacher Compact of Shared Responsibilities**

## **Diamond Hill Elementary School**

**SCHOOL MISSION:** Diamond Hill will prepare students to be lifelong learners who are responsible, kind and productive members of the community.

### **PARENT/GUARDIAN AGREEMENT**

I want my child to reach his/her full academic potential; therefore, I will do the following to support my child's learning:

- Have on-going communication with my child's school; including parent-teacher conferences, and signing up for Parent Portal.
- See that my child attends school regularly and arrives on time and is picked up on time.
- Ensure my child has needed school supplies and is responsible with their technology equipment (IPAD).
- Supports the school staff and respects cultural differences of others.
- Establishes a time and place for homework and checks it regularly.
- Monitor excessive and appropriateness of television, tablet usage, video game playing time, and movie viewing during the week.
- Help to make positive use of extracurricular time.

Parent/Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

### **STUDENT AGREEMENT**

It is important that I do the best that I can; therefore, I will do the following:

- Come to school each day on time with my work completed and have the supplies that I need.
- Always work to the best of my ability.
- Believe that I can learn and I will learn.
- Obey all school rules, routines and procedures during in-person and virtual learning.
- Show respect for my school, myself, other students and staff members.
- Be considerate of cultural differences.

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

### **SCHOOL AGREEMENT**

The entire school staff will share the responsibility for improved student achievement; therefore, we will do the following:

- Hold parent/teacher conferences.
- Send frequent reports to parents on their child's progress and regularly update the grade book.
- Provide opportunities for parents to volunteer.
- Provide an environment conducive to learning.
- Respect the student, their parents and the diverse culture of the school.

Teacher Signature \_\_\_\_\_ Date: \_\_\_\_\_

**\*Please sign and return to your student's teacher.**



## **Título I: Contrato y Responsabilidades entre los Padres – Estudiantes – Maestros**

### **Escuela Primaria Diamond Hill**

**MISIÓN DE LA ESCUELA:** Diamond Hill Elementary es un lugar de excelencia donde todos los estudiantes participan en aprendizaje de alta calidad en el mundo real.

#### **ACUERDO DE LOS PADRES/GUARDIANES**

Quiero que mi hijo/a alcance su mayor potencial académico; por lo tanto, voy a hacer lo siguiente para apoyar el aprendizaje de mi hijo/a:

- Comunicarme frecuentemente con la escuela de mi hijo/a; esto incluye asistir a las juntas con los y registrarse a el **Portal de Padres**.
- Asegurarme de que mi hijo/a asista a la escuela regularmente y llegue a tiempo y se le recoja a tiempo.
- Asegurar de que mi hijo/hija tenga los útiles escolares necesarios y sea responsable con su equipo de tecnología (IPAD).
- Apoyar al personal de la escuela y respetar las diferencias culturales de los demás.
- Establecer un tiempo y lugar para las tareas y revisarlas con regularidad.
- Monitorear el uso excesivo y apropiado de la televisión, el uso de tabletas, videojuegos y la visualización de películas durante la semana.
- Ayudar a que mi hijo/a use positivamente su tiempo extracurricular.

Firma del padre/guardián \_\_\_\_\_ Fecha: \_\_\_\_\_

#### **ACUERDO DEL ESTUDIANTE**

Es importante que yo haga el mejor trabajo que pueda, por lo tanto, haré lo siguiente:

- Venir a la escuela todos los días a tiempo, con mi tarea hecha y todos los útiles que voy a necesitar.
- Siempre tratar de hacer el mejor trabajo que pueda.
- Creer que puedo aprender y que aprenderé.
- Obedecer todas las reglas de la escuela, rutinas y procedimientos. Demostrar respeto a mi escuela, a mí mismo, a otros estudiantes y miembros del personal.
- Tener consideración de las diferencias culturales.

Firma del estudiante \_\_\_\_\_ Fecha: \_\_\_\_\_

#### **ACUERDO DE LA ESCUELA**

Todo el personal de la escuela compartirá la responsabilidad de mejorar el rendimiento académico de los estudiantes; por lo tanto, haremos lo siguiente:

- Tener conferencias de padres y maestros.
- Enviar informes frecuentes a los padres sobre el progreso de sus hijos y actualice periódicamente el libro de calificaciones.
- Brindar oportunidades para que los padres se ofrezcan como voluntarios.
- Proporcionar un ambiente seguro y apropiado.

Firma del maestro \_\_\_\_\_ Fecha: \_\_\_\_\_

**\*Favor de firmar y regresar con el maestro de su hijo/a.**



## **Diamond Hill Elementary Parent Involvement Policy**

*This Parent Involvement Policy describes the means for carrying out the Title I Parent Involvement requirements. The policy was developed and agreed upon jointly with parents, community members and school staff. These materials will be disseminated to parents at regular parent meetings (PTO), Site-Based Decision Making (SBDM) team meetings, Family Nights, and/or parent/teacher conferences. These materials are also part of the Diamond Hill Student-Parent handbook and enrollment packet. Written and oral input about the Parent Involvement Policy will be solicited through PTO and SBDM team meetings, parent/teacher conferences, school newsletters, school web site, and/or other regular written communications with parents.*

### **Statement of Purpose**

*Because we, at Diamond Hill Elementary, believe that parental involvement improves students' academic achievement and school performance, it is our goal to include all parents in their children's educational process. We continually solicit parent involvement, emphasize the participation of parents and offer many opportunities for parents to be involved. Research shows that parental involvement improves academic achievement and adds to the school's culture. Parental involvement is especially important for students with unique needs.*

### **Developing the Policy**

*This policy was developed jointly with parents, teachers and community members to best serve the unique needs of our students. Meetings to develop this plan were held at times convenient for the parents and occurred at school.*

### **Annual Meeting**

*During the fall semester of each school year, parents are invited to an informational meeting to review the Title I programs. At this meeting we review the school's test performances, as well as individual student assessments and school curriculum. We will review the Title I Parent Policy, Parent-Student-School Compact and introduce the Parent Liaison. We will present the Title I budget and programs supported with Title I funds.*

*The invitation is offered by Parent-Link phone calls, social media platforms, school webpage; and/or informational flyers.*

*Parents may submit written comments and/or suggestions regarding the implementation of any Title I component to their child's teacher, a member of the Site-Based Decision-Making Team or a school administrator. Suggestions and/or questions from parents about the Title I requirements are addressed within a reasonable length of time.*

*In addition, parents will be invited to serve in various capacities within the school, such as participating on the SBDM team, PTO, the Discipline committee, and/or the LPAC committee.*

### **Parent-Student-Teacher Compact**

*The Parent-Student-Teacher Compact is designed to outline the shared responsibilities of all stakeholders in the student's educational process. It is developed jointly by the school and parents.*

*The Parent-Student-Teacher Compact is a part of the Diamond Hill Student-Parent Handbook. During regular parent/teacher/student conferences, the Parent-Student-Teacher Compact will be completed and signed by the teacher, the parent(s), and the student. As needed, the Parent-Student-Teacher Compact will be disseminated to all students.*

### **Programs and the School Community**

*Diamond Hill Elementary will build the parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following activities:*

- *Parent Training*
- *Family Nights*
- *Parent Teacher conferences*
- *Parental access to the school library and other resources such as web sites, parent organizations, etc.*

*The school will, with the assistance of the district, provide assistance to the parents of students served by the school in understanding topics such as the following:*

- *The State's academic content & achievement standards*
- *The State and local academic assessments including alternate assessments*
- *The requirements of Title I*
- *How to monitor their child's progress*
- *How to work with educators*

*Diamond Hill Elementary will continually assess the needs of the parents and students in the school community using a variety of assessment tools, including surveys, test data, informal conferences, etc. This information will guide the implementation of or the development of effective programs to address those needs.*

### **Staff-Parent Communication**

*Positive, two-way, meaningful communication is the cornerstone of academic success for the student. This communication between the parents and the school starts with the enrollment process. It is an ongoing process, involving the administration, teacher, parents and student.*

*School staff members will receive ongoing training in effective ways to work with parents. Staff members, to the extent practical, will take advantage of the support offered by the district's professional development opportunities.*

*The school will, to the extent feasible and appropriate, ensure that information is sent to the parents in an understandable and uniform format, including languages the parents can understand.*

### **Evaluation**

*In addition to informal, on-going assessments and adjustments, Diamond Hill Elementary, in cooperation with the district, will annually evaluate the School Parental Involvement policy. The aim of this evaluation is to identify possible barriers that limit parent and family participation in the program. As a result of this evaluation, the policy will be adjusted as necessary.*





## **Escuela Primaria Diamond Hill**

### **Normas para la Participación de los Padres en la Escuela**

*Estas normas de participación de los padres describen los medios para cumplir con los requisitos de la participación de los padres del Título I. Las normas fueron creadas y aceptadas conjuntamente entre los padres, los miembros de la comunidad y el personal de la escuela. Estos materiales se entregarán a los padres en las reuniones regulares de padres (PTO), en las reuniones del equipo local de toma de decisiones (SBDM), en las noches de familia, y/o en las conferencias entre padres y maestros. Estos materiales también forman parte del Manual de Estudiantes y Padres de Diamond Hill y del paquete de inscripción. Comentarios por escrito y por medio oral acerca de estas normas para la participación de los padres se solicitarán en las reuniones del PTO y del SBDM, en las conferencias entre padres y maestros, en el boletín informativo de la escuela, el sitio web de la escuela, y/u otras comunicaciones regulares con los padres.*

#### **Declaración del Propósito**

*Debido a que nosotros, en la primaria Diamond Hill, creemos que la participación de los padres mejora el rendimiento académico y el desempeño en la escuela, nuestra meta es incluir a todos los padres en el proceso de educación de sus hijos. Nosotros solicitamos continuamente la participación de los padres, enfatizamos la participación de los padres y ofrecemos varias oportunidades para que los padres participen. Estudios de investigación demuestran que la participación de los padres mejora el rendimiento académico y aporta a la cultura de la escuela. La participación de los padres es especialmente importante para los estudiantes con necesidades particulares.*

#### **Desarrollo de las Normas**

*Estas normas se desarrollaron conjuntamente entre padres, maestros y miembros de la comunidad, para servir mejor a las necesidades particulares de nuestros estudiantes. Las reuniones para desarrollar este plan se llevaron a cabo a horas convenientes para los padres y se dieron en la escuela.*

#### **Reunión Anual**

*Durante el semestre de otoño de cada año escolar, se invita a los padres para una reunión informativa para revisar los programas del Título I. En esta reunión revisamos los resultados de la escuela en los exámenes, así como las evaluaciones individuales de los estudiantes y el currículo de la escuela. Revisaremos las normas del título I para los padres, el contrato entre los padres, estudiantes y maestros, presentaremos al contacto de los padres. Presentaremos el presupuesto del Título I y los programas financiados con fondos del Título I.*

*La invitación a esta reunión anual se ofrece por medio de llamadas telefónicas en ParentLink; anuncios en el boletín y en el sitio web de la escuela; y/o volantes informativos.*

*Los padres pueden enviar comentarios y/o sugerencias por escrito, acerca de la implementación de cualquier componente del Título I, al maestro de su hijo/a, a cualquier miembro del equipo local de toma de decisiones o a un administrador de la escuela. Las sugerencias y/o las preguntas de los padres acerca de los requisitos del título I se contestan en un tiempo razonable.*

*Además, se invitará a los padres a desempeñarse en varias capacidades dentro de la escuela tales como participar en el equipo de la PTO y/o el comité de LPAC.*

#### **Contrato entre los padres – estudiantes - maestros**

*El contrato entre los padres – estudiantes – maestros está diseñado para resumir las responsabilidades compartidas de todas las partes interesadas en el proceso de educación de los estudiantes. Se desarrolla conjuntamente entre la escuela y los padres.*

*El contrato entre padres – estudiantes – maestros es parte del Manual de estudiantes y padres de Diamond Hill. Durante las conferencias regulares entre los padres/estudiantes/maestros, el contrato entre los padres – estudiantes – maestros se completará y será firmado por el maestro, los padres y el estudiante. Cuando se necesite, el contrato entre padres – estudiantes – maestros se incluirá en los boletines informativos de la escuela o se diseminará por otros medios necesarios.*



## **Programas y la Comunidad de la Escuela**

*La primaria Diamond Hill capacitará a los padres para poder fundamentar un enlace de participación fuerte entre la escuela, los padres y la comunidad. Todo esto para mejorar el rendimiento académico de los estudiantes a través de las siguientes actividades:*

- *Entrenamiento para los padres*
- *Noches de familia*
- *Conferencias entre padres y maestros*
- *Acceso de los padres a la biblioteca de la escuela y otros recursos tales como sitios web, organizaciones de padres, etc.*

*La escuela, con la asistencia del distrito, proveerá ayuda a los padres de los estudiantes que asisten a esta escuela para entender temas tales como los siguientes:*

- *Los estándares del estado sobre el contenido académico y rendimiento académico de los estudiantes.*
- *Las evaluaciones académicas estatales y locales incluyendo las evaluaciones alternas.*
- *Los requisitos del Título I.*
- *Cómo supervisar el progreso de su hijo/a.*
- *Cómo trabajar con los educadores.*

*La primaria Diamond Hill evaluará continuamente las necesidades de los padres y estudiantes en la comunidad escolar, usando una variedad de herramientas de evaluación, incluyendo encuestas, datos de los exámenes, conferencias informales, etc. Esta información guiará la implementación y/o el desarrollo de programas efectivos para cubrir esas necesidades.*

## **Comunicación entre el personal y los padres**

*Una comunicación positiva y significativa es el pilar del éxito académico de los estudiantes. Esta comunicación entre los padres y la escuela comienza con el proceso de inscripción. Es un proceso continuo que involucra a la administración, a los maestros, los padres y los estudiantes.*

*Los miembros del personal de la escuela recibirán entrenamiento continuo sobre la manera efectiva de trabajar con los padres.*

*La escuela, en la medida posible y apropiada, se asegurará que la información se envíe a los padres en un formato entendible y uniforme, incluyendo en el idioma que los padres puedan entender.*

## **Evaluación**

*Además de las evaluaciones informales y ajustes continuos, la primaria Diamond Hill, en colaboración con el distrito, evaluará anualmente las normas de la escuela para participación de los padres. El objetivo de esta evaluación es identificar las posibles barreras que limitan la participación de los padres y de la familia en el programa. Como resultado de esta evaluación, se harán los ajustes necesarios a las normas.*



# Annual DHE Title I Meeting 2023-2024



# TITLE I SCHOOL

- Title I is the United States Federal Government's largest education assistance program for schools.
- The purpose is to help every child receive a high-quality education and achieve the high standards set by the State of Texas.



# Building Parent Capacity

- All parents have the right to be involved in their child's education.
- All parents have the right to request regular, meaningful, two way communication about their child's progress.
- All parents have the right to participate in decisions about their child's education and how Title I funds are spent.



# Title I Funds

Are supplemental to enhance the educational program at our campus.



# Title I Funds

- Supplemental Supplies
- Professional development for teachers
- Parent involvement
- Early Literacy Initiative
- Library books
- Planning for CIP/CNA action steps
- Tutoring



# Current Curriculum

**Amplify: Reading**

**Eureka: Math**

**Creative Curriculum: PK**



How are we doing?  
¿Como nos esta llendo?

**Waiting for official scores.**





# Areas of Opportunity

- ❖ Reading
- ❖ Writing
- ❖ Attendance/Punctuality
- ❖ Fundamental Math



# Academic Status

- Our STAAR Performance Data

Texas Education Agency  
2022 Accountability Ratings Overall Summary  
DIAMOND HILL EL (220905122) - FORT WORTH ISD - TARRANT COUNTY

## Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>84</b>	<b>B</b>
<b>Student Achievement</b>		60	Not Rated: Senate Bill 1365
STAAR Performance	35	60	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>88</b>	<b>B</b>
Academic Growth	80	88	<b>B</b>
Relative Performance (Eco Dis: 94.6%)	35	69	Not Rated: Senate Bill 1365
<b>Closing the Gaps</b>	<b>69</b>	<b>75</b>	<b>C</b>

# MAP Growth (BOY)

## **BOY MAP Growth % of Ss who MET FA→FA Growth Projection**

Reading English: 52

Reading Spanish: (no growth projections) 43 in top 3 quintiles and 13.8 average FA→FA growth points

Math: 57

## **2022 STAAR Reading and Math % of Ss at MEETS or ABOVE**

3<sup>rd</sup> Reading: 23

3<sup>rd</sup> Math: 29

4<sup>th</sup> Reading: 27

4<sup>th</sup> Math: 29

5<sup>th</sup> Reading: 42

5<sup>th</sup> Math: 27

*DHE Reading: 30*

*DHE Math: 28*



# Assessment

## STAAR Test

- 3<sup>rd</sup> grade Reading/Math
- 4<sup>th</sup> grade Reading/Math/Writing
- 5<sup>th</sup> grade Reading/Math/Science



# How will we track their progress?

- MAP (Reading/Math)- Main Assessment
- CLI (Pre-K)
- Lexia Core5
- DreamBox
- Monthly Module Assessments



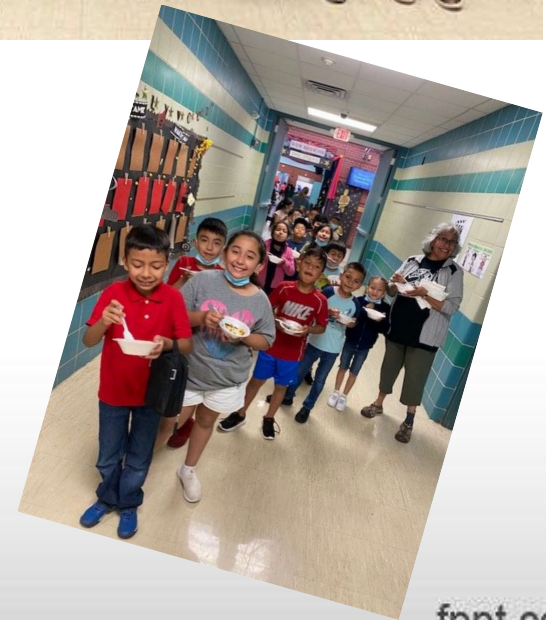
# STUDENT GOALS

Students will set goals & progress monitor  
Middle of year- Student led conferences





# WALL of Fame

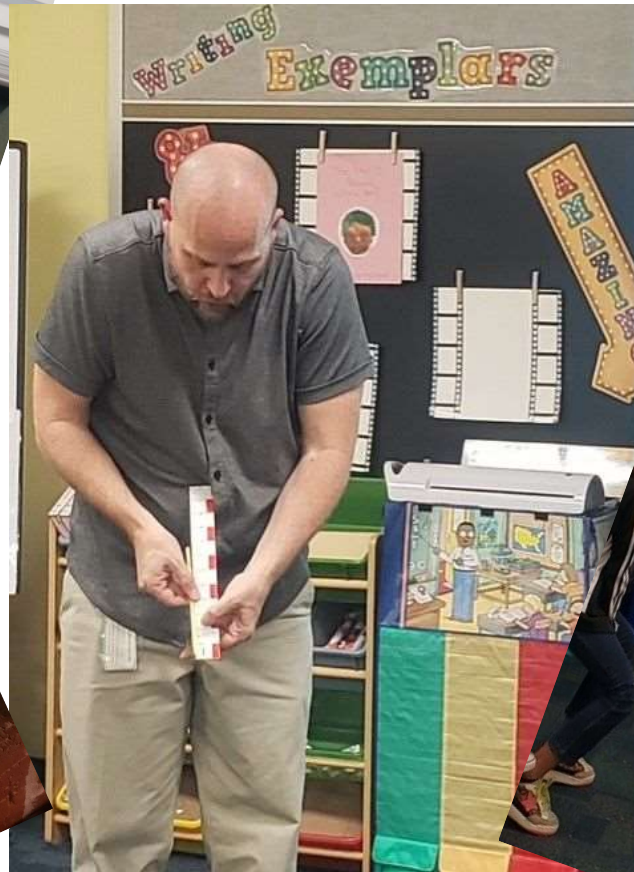


**CELEBRATE OUR  
STUDENTS'  
GROWTH!**





# GARDEN CLUB



# FOOTBALL





# Athletics



# Parent Involvement Policy

- A copy of our policy will be available in the school office and on our school website.
- Our campus SBDM reviews our policy annually for any needed changes.





# SOFTBALL CHAMPS



# Parent/Student/Teacher Compact

- We are all partners in your child's education.
- Each parent, teacher and student will sign a compact that states we will work together to provide your child the best education possible.
- Our SBDM reviews the compact annually for any needed changes.



# Parent Engagement

- Monthly Meetings
- Special Events
- Parent Resources/Food Pantry
- Parent Portal/Parent Conferences



# Parent Resources

Contact Mrs. Escobar to request guidance on needed resources or uniform request.





# Keep in Touch

- **To review your child's grades**

Sign-up for Parent Portal in the school office. Parent Portal gives you access to your child's progress.

- **Want to know how your child is doing?**

Contact your child's teacher for a date and time for a virtual Parent-Teacher conference before school, during the teacher's planning period, or after school.



# Expectations

All students, staff and learning community expected to be:

**RESPECTFUL**  
**RESPONSIBLE**  
**SAFE**



# Safety



# Want more information?

- Follow us on Facebook

<https://www.facebook.com/DHillFWISD/>

- Visit our Home Page at

<https://www.fwisd.org/DiamondHill>

THANK YOU!!!

We look forward to working with you this school year as we help our students

**iIREACH THE STARS!!**







**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

Ms. Souder

Date: 9/21/2023 Time: 4:30pm

Pre-K

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
		Jaziel Dávila	5352572
		Alexis Galván	5352712
		Sergio García	5359215
		Josiah Gómez	5358174
Rolando <sup>Aracely</sup>	Guerero	Isabella Guerrero	5355495
		Daniel López	5352575
Olga	Roman	Emily Martínez	5352528
		Zulema Padilla	5357976
Xochitl Isbell	Martinez	Andrea Pérez	5353082
		Darian Ramas	5352792
carlos(Gabriela)	Rivas(Portillo)	Carlos Rivas	5353076
Brenda	Trejo	Evangeline Trejo	5355306

4

4 = 8



# Parent Class/ School Event Sign-In Sheet

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary Facilitator/Department: \_\_\_\_\_

Date: 9/21/2023 Time: 4:30pm

A

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
		Eliza Arriola	5348014
<del>Regina</del> Alexis	Ayala	Isaac Ayala	5354456
Cristal Cr Cristal Cr	Cutierrez	Edalyne Branch	5352653
		Eliana De La Cruz	5355097
Ulysses	Espinoza	Leila Espinoza	5352696
Lacy	Flenner	Everly Flenner	5352513
Marta	Flores	Noah Garcia	5354086
		Selena Guzman	5352689
ERICA	HENRY	Aaliyah Henry	5351578
		Aubrey Hooks	5353827
		Alexander Ibarra	5354189
Patsy	Torres	Sofia Juarez	5352887

(11)

(1) = 22

Parent First Name Last Name

		Denise Lopez	5252704
Jesika	Dominguez	Aliza Martin	5357967
		Adrian Munguia	5354228
		Nicholas Perez	5352601
Esperanza	Reyes	Faith Quintana	5352742
Jocelyn	Reyna	Angel Reyna	5352578
		Camila Rodriguez	5356226
		Rigoberto Ruvalcaba	5353731
		Javier Salazar	5354371
		Izalia Suarez	5355328

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Mrs. Pruden Pre-K

Parent Class/ School Event Sign-In Sheet Class Topic: Open House FES/LPE Name: Elisama Gaytan  
Campus: Diamond Hill Elementary Facilitator/Department: Date: 9/21/2023 Time: 4:30pm

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
EMMA	Escobar	Luis E. Escobar	5352615
Gabriela	Menjivar	walter Ascencio	5352600
Silvia	Garcia	Briseida Andrade	5352842
CINTHYA	MOYA	AVERY Gonzalez	5352571
Lizbeth	Garcia	Maria G. Garcia	5350766
Alicia Claudia		Fernanda Gonzalez	5354449
Cristal	Garcia	Sofia Garcia	5352628
Norely	Mendoza	Amelia Jimenez	5352719
Israel	Martinez	Zaidan Martinez	5352828
Lidia Orozco	Orozco	Josiah Vera	5331579

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**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

**Amon 103**

Date: 9/21/2023 Time: 4:30pm

*Kindel*

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Katherine	Fernandez	Mason Acosta	5354187
Kayla	Baeza	Luna Baeza	5354184
Mariana	Lopez	Emilio Duran	5335643
		Lexi Garcia	5354841
Ernesto	Gonzalez	Ethan Gonzalez	5335648
Danielle	Lopez	Leah Lopez	5354021
		Jose Martinez	5357690
Julie	Zuniga	Matteo Nambo	5338064
		David Padilla	5337029
		Sebastian Parker	5315295
Steven	Perez	Elijah Perez	5354541
Esperanza	Rivera	Aubree Quintana	5335395

(8)

8 = 16



**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

**Amon 103**

Date: 9/21/2023 Time: 4:30pm

*Kindy*

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
		Alexander Quiroz	5336125
		Adrian Rodriguez	5341684
		Adillie Romine	5358374
		Roman Suarez	5342467
		Ayven Tovar	5336069
		Nayelli Verdusco	5342561
		Santiago Ybarra	5336865





**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

Sanchez Z

Date: 9/21/2023 Time: 4:30pm

- Kindergarten -

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Elizabeth	Salas	Izamar	5310842
Abigail	Lopez	Alvaro Lopez	5358867
She Maria Garcia	Garcia	Stephany Lopez	5336007
Tiffany Gonzalez	Gonzalez	Natalie Medellin	5335674

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**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department: Tracy

Date: 9/21/2023 Time: 4:30pm

Kindergarten

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Raquel Suarez	Suarez	Angel y Ruiz	5335364
Joanna	Lopez	David Ambrosio	5336225
Adriana	Navila	Abraham Fajardo	5354039
Nelimar Torres	Ramos	Darwin Martinez	5335423
Yarely Aguirre	Aguirre	Aliciana V. Darnell	5345177
Claydia	Devora	Carlos Nicolas	5335376

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**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

Tracy

Date: 9/21/2023 Time: 4:30pm

Kindergarten

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Eva	Gonzalez	Daniel Garcia	5352200
Alma	Rodriguez	Samarah Hernandez	5353994
Mano	Casillas	Isabel Perez	5336389
Gabriela	Lorenzo	Nicholas Salazar	5335698



**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

Mrs. Mendoza

Date: 9/21/2023 Time: 4:30pm

1st Grade

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Amanda	Calderon	Erick Rios	5342398
David	Callegos	Abraham Arellano	5341322
Alexis	Ortiz	Crystal Lumbres	5323520
MONICA	Romero	MIGUEL MARTINEZ	5298702
Alisha	Garcia	Miah Garcia	5322006
DANIEL	GARCIA	LONDON GARCIA	5337962
Jennifer	Lopez	AJ JOAQUIN	5338342
He Mi/isa	Gutierrez	Jeremias Salazar	5320972
Marissa	Small	ELLIOTTE Small	5345389
Reguelina	Morales	Maic Castillo	5320008
ROXANN	RUBIO	Malani Ruiz	5320186
Rosalinda	Escobedo	ZOEY ESCOBEDO	5322383

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# Parent Class/ School Event Sign-In Sheet

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department: Aaron Mendoza

Date: 9/21/2023 Time: 4:30pm

Kindergarten

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID	
			# De identificación del estudiante	
Kayla	Baeza	Luna Baeza	5354184	
Claudia	Baeza	Alyson Martinez	#5294366	
Amanda	Calderon	Erick Rios	5342398	
Joanna	Fernandez	Orlando Fernandez	5293650	
Yolanda	Romero	Juliette Romero	5252535	

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**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

Mrs. Wester

Date: 9/21/2023 Time: 4:30pm

1st grade

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
<del>Alexander Hernandez</del>	Hernandez	Malici Noriega	5335916
<u>Joanna</u>	<u>Lopez</u>	Kassandro Abonco	5327766
<u>Rosanna</u>	<u>Escobedo</u>	Zoezy Escobedo	5322383

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**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

Mrs. Wester

Date: 9/21/2023 Time: 4:30pm

1st

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Jennifer	Lopez	Al Joaquin	5338342
Valerie	Chavez	Annalee Ambris	5352254
Michael	Ambris	Annalee Ambris	5352254
Amanda	Calderson	Erick Rios	5342398
Alisha	Garcia	Miah Garcia	5322006
Marissa	small	Elliott small	5345389
Alexis	Ortiz	Crystal Lombres	5323520
David	Gallegos	Abraham Arellano	5341322
Miguel	Martinez	Marida Martinez	5320293
DANIEL	GARCIA	BLAKE GARCIA	5337963
Raquelina	Morales	Maia Castillo	5320008
ROXANNA	RUBIO	Malani Ruiz	5320186

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**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

Mrs. Bladnick

Date: 9/21/2023 Time: 4:30pm

1st Grade.

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Eva	SORIANO	Camila Bustamante	5320093
Gerardo	Amaro	Aylin Amaro	5319995
<del>Monica</del> Norely	<del>Lozano</del> Mendola	Amanda Jimenez	5321309
Xochitli	Wortner	Ximena Perez	5344212
Delia	Alvarez	Ethan Alvarez	5335503
Marcia	Cervino	Jaima Perez	5321921
Phillip	Hyder	Charlotte Hyder	5320577
Adrian	Varquez	Axel Vazquez	5336835
Josely y Brenda	Lopez Perez	Josely Lopez	5329848



**Parent Class/ School Event Sign-In Sheet**      Class Topic: Open House      FES/LPE Name: Elisama Gaytan  
Campus: Diamond Hill Elementary      Facilitator/Department: Loredo      Date: 9/21/2023      Time: 4:30pm

2nd grade

Parent First Name	Parent Last Name	Child's Name	Student ID
<b>Primer Nombre</b>	<b>Apellido</b>	<b>Nombre del estudiante</b>	<b># De identificación del estudiante</b>
<del>María</del> Karen	Barrientos	Oliver Daniel Moreno	5329064
Angel	Chavez	Luis Chavez	5310617
María Carolina	Carson	Emmanuel Perez	5311201
Chardía	Devon	Gloria Nicolas	5354369
Yesenia	Salas	Mateo Urbina	

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# Parent Class/ School Event Sign-In Sheet

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

Loredo

Date: 9/21/2023 Time: 4:30pm

2nd grade

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
SADORA	HERNANDEZ	Ximena Cordoza	5314098
Erika	Ojeda	Edgar Zavala	5311326
Raquel	Saldivar	Adrian Muñoz	5308941
Caribbe	Hernandez	Edeh Hernandez	5314247
Israel	Martinez	Ethan Martinez	5309380
Maria	cabrera	Amy Rodriguez	5311124
Abigail Lopez Garcia	Lopez	Juan Diego	5358874

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**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

Culp-McDonald

Date: 9/21/2023 Time: 4:30pm

2nd Grade

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
<del>Theresa</del>	<del>Rera</del>	<del>Naiah Rera</del>	<del>5320984</del>
ROXANN RUBIO		Malina Ruiz	5309615
Valerie	Flores	Gabriella R.	5315253
Ramona	Vallejo	Cayla	5314029
Mercedes	Kearns	Ezequiel Guzman	5327074
Maria	Penaloza	Royalty Gonzalez	5311304

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Rm 211

Parent Class/ School Event Sign-In Sheet      Class Topic: Open House      FES/LPE Name: Elisama Gaytan  
Campus: Diamond Hill Elementary      Facilitator/Department: D. Gonzalez      Date: 9/21/2023      Time: 4:30pm

2nd Grade

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Valerie Flores	Flores	Gabriella R.	5315253
Ramona	Vallejo	Cayla V.	5314029
Theresa	Perez	Nailan Perez	5320984
Roxann	Rubio	Malina Ruiz	5309615
Mercedes	Kearns	Ezekiel Guzman	5327074
Raquel	Le	Remedy ON Le	5311324
Daisy	Gonzalez	David Vega	5309190
Maria	Penalosa	Royalty Gonzalez	5311304

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**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

Royes

Date: 9/21/2023 Time: 4:30pm

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Maribel	Reyna	April Anaya	5309312
Antonia	Joyez	Daleyza Agiles	5312974
Abigail	Lopez	Juan Diego Rivas Lopez	5354874
Yolanda	Martinez	Ariana Rivera	5316760
Raquel	Saldivar	Adrian Munoz	5308941
Yesenia	Salas	Matteo Urbina	5354369
Erika	Ojeda	Edgar Zavala	5311326
Israel	Martinez	Ethan Martinez	5309380
Caribba	Hernandez	Eden Hernandez	5314247
Maria	Cabrera	Jonathan Rodriguez/Amy Rodz	5311112 5311124
Claudia	DeJera	Glوريا Nicolas	5311201
Lina	Erazo-Reyes	Jahziel/Janiel	5354703/5354708

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Erazo

14 Students

Parents





**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

*Diaz*

Date: 9/21/2023 Time: 4:30pm

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
<i>Alma</i>	<i>Alvarez</i>	<i>Daniel Alvarez</i>	<i>5294608</i>
<i>Silvia Garcia</i>		<i>Jose Andrade</i>	<i>5295377</i>
<i>Yolanda G</i>	<i>Martinez Hdc</i>	<i>Yaretzi Rivera</i>	<i>5316797</i>
<i>Lran</i>	<i>Gutierrez</i>	<i>Frida Rodriguez</i>	<i>5354006</i>
<i>Alicia</i>	<i>CLAUDIO</i>	<i>Leann Gonzalez</i>	<i>5312979</i>
<i>Cynthia</i>	<i>Alonso</i>	<i>Hana Alonso</i>	<i>5314345</i>
<i>Vesica Medrano</i>	<i>Daniela Perez</i>	<i>Pamela Perez</i>	<i>5294015</i>
<i>Bubara Valenciano</i>		<i>S9171990R</i>	<i>5293564</i>
<i>Maria</i>	<i>Aguilera</i>	<i>Matthew Aguilera</i>	<i>5293619</i>

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**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department: Roper

Date: 9/21/2023

Time: 4:30pm

Room 202 3rd grade

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Steve	Quib	Micheal	5295732
Maria	Flores	Mariane	5300358
Melissa	Gutierrez	Josiah Schwarz	5294041
Alexis	Ortiz	Armando Cumbaza	5296251
Claudia	Baeza	Allyson Martinez	5294346
Raquel	Le	Chandara Le	5293385
Ernesto	Gonzalez	Ernesto Gonzalez	5289758

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**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

Robert

Date: 9/21/2023 Time: 4:30pm

Room 202

3rd grade

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Eric	Trejo	Elias A. Trejo	529 3649
Felicia	Ramirez	Ethan Ramirez	529 3559

2 2 (4)





**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department: \_\_\_\_\_

Date: 9/21/2023 Time: 4:30pm

3rd grade Rodriguez Homeroom

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Joanna <del>Ferre</del>	Fernandez	Orlando Fernandez	5293050
<del>Jaqueline</del> <del>Co</del>	<del>Gallegos</del>	<del>Sophia Gallegos</del>	<del>5296604</del>
<del>Faustin</del> Ramirez	Ramirez	Ethan Ramirez	5293555
<del>Tamara</del> <del>Cadena</del>	<del>Cadena</del>	<del>Aediyah Cadena</del>	<del>5294381</del>
Eric Trejo	Trejo	Elias Olguin	5293649
Amanda	Rosales	Celina Rosales	5297458



**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary Facilitator/Department: \_\_\_\_\_

Date: 9/21/2023 Time: 4:30pm

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Gabriela	Chavez	Joshua Davila	5294603
Silvia	Garcia	José Andrade	5295377
Alicia	Claudio	Lean Gonzalez	5294321
Rosoreli	de la Rosa	Andrea Santos	5293752
Abra	Abrera	<del>Isabella</del> Abrera	5294608
Elizabeth	Salas	Santiago Salas	5294241
Anay	Cruz	Alexander Beltran	5302069
Cynthia	Abrera	Hara Abrera	5314345
Barbara	Valenciano	Santiago Riquelme	529 3564
Cynthia	Gonzalez	Valentina Gonzalez	5294321
Mariacruz	Cano	MATEO	5294618
Maria	Aguilera	Matthew Aguilera	5293619

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Mrs. Salazar 3rd Grade



**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary Facilitator/Department:

Date: 9/21/2023 Time: 4:30pm

Sala 2av 13id grade

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Jessica Medrano		Pamela Perea	5294015



# Parent Class/ School Event Sign-In Sheet

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

Galvan *cm*

Date: 9/21/2023 Time: 4:30pm

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Israel	Martinez	Damian Martinez	5278616
<del>Francisco</del>	<del>Rocha</del>		
Idalia	Rocha	Francisco Rocha	5279289
Charlene	Keener	Edgar Chavez	5295812
Charlene	Keener	Athencia Chavez	5295810
Esmeralda	Puente	Chloe c Balleza	5279490
Claudia	Hermosillo	Eljan Alford	5300156
Peter	Garvia	Arianna G	5279352
Beatriz	Trejo.	Jacob Trejo.	5279092
Lareyna	Comer	Gabriel Santos	5279105
Rosa	Del Rio	Alexandra Lopez	5345825
Andrea Arenales	Arenales	Abel Amaro	5279386





# Parent Class/ School Event Sign-In Sheet

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

Cayanan-4th

Date: 9/21/2023 Time: 4:30pm

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Brenda	Trejo	Angel Badillo.	534 1035
Alexander	Hernandez	Sabrina Noriega	5278622
Marya Lopez	Lopez	Fatima Guadalupe	5356188
<del>Adriana</del>	Nino	Ouel Nino	5278960
Karla	Palacios	Vanessa Santiago	5279099
Araely	Guerero	Lilian Matinez	528 1425
Patsy	Torres	Mereedy Olague.	528 4486
Catalina	Payan	Diana Gutierrez	5355199
Mayra	Murillo	Isabella Sanchez	5278459
Claudia <del>Beta</del>	Devaca	Javier Sanchez	5279350





**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department: Ghira Rodriguez

Date: 9/21/2023 Time: 4:30pm

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Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Israel	Martinez	Damian Martinez	5279616
Beatriz	Trejo	Jacob Trejo	5279092
Thania Jairo	Guerreno	Heley Guerreno	5278928
Florisella	Pamila	Zoe Vazquez	5281184
Idalia	Rocha	Francisco Rocha	5279289
Rosa	Del Rio	Alexander Lopez	5345825
Esmeralda	Puente	Chloe C Balleza	5279490
Alexandra	Hernandez	Suzanne Noriega	5278622
Karla	Palatax	Vanessa Santiago	5279098
Charlene	Keener	Edgar Chavez	5295812
Charlene	Keener	Atrener Chavez	5295810
Branda	Trejo	Angel Badillo	5341035

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**Parent Class/ School Event Sign-In Sheet**

Campus: Diamond Hill Elementary

Facilitator/Department: Sahira Rodriguez

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Date: 9/21/2023 Time: 4:30pm

*Signature*

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Claudia	Hermosillo	Eligian Arford	5300156
Norely M. Marissa	Mendoza small	Armando Jimenez Dilgn Mehari	5279655 534 5390
Mayra	Murillo	Isabella Sanchez	5278459
Aracely (Gerardo)	Guerreo Amaro	Liliana Martinez Abel Amaro	5281425 5278396
Patsy	Torres	Mercedy Olague	5284496
Claudia Ana	Devela Vasquez	Javier Sanchez K'Lee Vasquez	5279350 5278736



**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

Kamirez

Date: 9/21/2023 Time: 4:30pm

4th

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Rosa	De Rio	Alexander Lopez	5345825
Esmeralda	Ponte	Chloe C Balleza	5279490
Andrea Arenales	Arenales	Abel Amaro	5278386
Patsy torres		Mereedy Olague	5284496
Charlene	Keener	Edgar Chavez	5295812
Charlene	Keener	Athena Chavez	5295810
Adriana	Nino	Gael Nino	5278960
Aracely Guerrero		Julian Martinez	5281425
Catalina Mayra	Payan Murillo	Diana Guerrero	5355199
		Isabella Sanchez	5278459
Cleudia	Devera	Javier Sanchez	5279350
Rosa	Sanchez	Camilla Verdugo	5278510

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# Parent Class/ School Event Sign-In Sheet

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

Ramirez

Date: 9/21/2023 Time: 4:30pm

4th

Parent First Name	Parent Last Name	Child's Name	Student ID
Primer Nombre	Apellido	Nombre del estudiante	# De identificación del estudiante
Berenice	Lopez	Aylin Valle	5281067
Israel	Martinez	Damian Martinez	5278616
Beatriz	Trejo	Jacob Trejo	5279092
Maria Lopez	Lopez	Fatima Guadalupe	5356188
<del>Donna</del> Elizabeth	Herrera	Lorena Chavez	5281143
Brenda	Trejo	Angel Badillo	5341035
Thania Jairo	Guerreo	Haley Guerrero	5278928
Idania Rocha	Rocha	Francisco	5279289
Barla	Palaseo	Vanessa Santiago	5279698
Marisol	Burn	Zoe Vazquez	5281184
Alexander	Hernandez	Sarina Noriega	5278622
Etija Claudia	Hernandez	Elijah Alford	5300156

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**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

5<sup>th</sup> Grade

Date: 9/21/2023 Time: 4:30pm

(Hyder)

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Peter	Garcia	Alex Garcia	
Baronice Lopez	Lopez	Athziri Valle	5242546
Hel Alma	Serrano	Mel Serrano	5262821
Tambara De la Rosa		Matthew Hernandez	5261219
Elizabeth	Sanchez	Elizabeth Martinez	5261135
Nelimar	Torres	Jonar Martinez	5241229
Melissa	Gonzalez	Alexa Armendariz	5248825
<del>Rosalia</del>	<del>Paredes</del>	Arleen Paredes	5261837
Rosalinda	Escobedo	Stephanne Escobedo	5261581
Maribel	Reyna	Joban Castañeda	5266193
Elvia	Chavira	ALEA + GLZ.	5285387
Barbara	Valenciano	Barbara Rodriguez	5282418
Diana	CERDA	John Lopez	5260866

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**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

Salas

Date: 9/21/2023 Time: 4:30pm

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Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Victor	Gallardo	Abigail Gallardo	528 2399
Peter	Garcia	Alex Garcia	5242546
Xodmky	Martinez	Santiago Perez	5344201
Bernice	Lopez	Athciri Valle	526 4447
Tambara	De la Rosa	Matthew Hernandez	5261912
Alma	Ramirez	Mel Serrano	5262821
Iran	Gutierrez	Santiago Rodriguez	5354007
ROSAMENSA	ESCRIBANO	<del>SANTIAGO E</del>	5261581
Elizabeth	Sanchez	Elizabeth M.	5261135
Maribel	Reyna	Johan Castañeda	5266 193
Elvia Chavarri	Chavarri	Aleah Chavarri	528 5387
BIANCA <del>CHAVARRA</del>	CERDIA	John Lopez	5260868





**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

Salas

Date: 9/21/2023 Time: 4:30pm

5th

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Ernesto <del>Gonzalez</del>	Gonzalez	Alayda Gonzalez	5243195
<del>Anthony</del>	<del>NOT</del>		
Petric	Pacios	Anthony vora	5261187
Daisy	Gonzalez	Ronaldo Vega	5261239





# Parent Class/ School Event Sign-In Sheet

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary Facilitator/Department:

Date: 9/21/2023 Time: 4:30pm

Teacher - Salas-Str

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Melissa	Gonzalez	Alexa Armandariz	5298825
Nelmar	Torres.	Jonar Martinez	5261229
Gabriela	Lorenzo	Arleen Paredes	5261837
Ernesto	Gonzalez	Alayda Gonzalez	5243195
Barbara	Valenciano	Barbara Rodriguez	5282416

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# Parent Class/ School Event Sign-In Sheet

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

13ARRA 5th

Date: 9/21/2023 Time: 4:30pm

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Yadira	Gonzalez	Fabian Gonzalez	5266315
Martha	Dorado	Jamilet Herrera	5261303
Priscilla	Olivo	Melanie Olivo	5261210
Iris	Robles	Christopher Ingles	5261309
Lizbeth	Garcia	Kenia Garcia	5328816
Rosalba	Rodriguez	Kaylah Rodriguez	5263524
Adriana	Dailen	Jesé Esau Fajardo	5355332
Delia	Murguik	Izabel Atanacio	5262586
Araceli	Renouqto	Abraham Rosales	5316346
Yolanda	Romero	Juliette Romero	5262535
Beda	Nateos	Victoria Fernandez	5327131
Nayeli	Quintero	Nicolas Perez	5261131

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**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary Facilitator/Department: 1 BARRA 5<sup>th</sup>

Date: 9/21/2023 Time: 4:30pm

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Catalina Payan	Payan	Brianna Gutierrez	5355200



**Parent Class/ School Event Sign-In Sheet**

Class Topic: Open House

FES/LPE Name: Elisama Gaytan

Campus: Diamond Hill Elementary

Facilitator/Department:

Almaraz

Date: 9/21/2023 Time: 4:30pm

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Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Lizbeth	García	Kenia García	5328816
Angel	Chacon	Angel Chacon	5300177
Rosalba	Rodriguez	Kaylah Rodriguez	5263524
Yadira	Gonzalez	Fabian Gonzalez	5266315
Priscilla	Olivo	MELANIE OLIVO	5261210
Iris	Robles	Christopher Ingles	5261309 <del>5261313</del>
Yolanda	Romero	Juliette Romero	5262535
Catalina	Payan	Brianna Gattier	5355200
Adriana	Davila	José Esai Fajardo	5355332
Beda	Mateos	Victoria Fernandez	5327131
Nayeli	Quintero	Nicolas Perez	5261131





**Parent Class/ School Event Sign-In Sheet**      Class Topic: Open House      FES/LPE Name: Elisama Gaytan  
Campus: Diamond Hill Elementary      Facilitator/Department: Mrs. Gonzalez RISE      Date: 9/21/2023      Time: 4:30pm

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Massimo Nambor	Maaboo Zuniga	Julie	5315073
Mary Bonilla	Bonilla	Luis Sanchez	5308332
Bethany	Morin	Jayden Garcia	5301842
Gabriela <del>staden</del>	Chavez	Maya Pavila	5241577

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