

**Fort Worth Independent School District**  
**222 Clifford Davis Elementary School**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

Mission Statement:

We will prepare our students to become independent learners with the skills and abilities necessary for lifelong learning by creating a learning environment that is student centered, directed by teachers, and supported by home and community.

## Vision

Vision Statement: Children are our future. We are dedicated to their success.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Early Literacy Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.	16
Goal 2: Early Math Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.	18
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	21
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	23
Title I Personnel	27
Site-Based Decision Making Committee	28
Campus Funding Summary	29

# Comprehensive Needs Assessment

Revised/Approved: September 10, 2021

## Demographics

### Demographics Summary

We are the L. Clifford Davis Eagles.

Economically Disadvantaged

773 96.6%

English Learners 474 59.3%

Ethnic Distribution: African American 49.4%

Hispanic 20.0%

White 6.5%

American Indian 0.0%

Asian 23.3%

Pacific Islander 0.1%

Two or More Races 0.8%

Gender by Students:

Female 397 49.6%

Male 403 50.4%

Mobility (2018-19):

Total Mobile Students 31.0%

Teachers by Ethnicity:

African American 22.2

Hispanic 11.9

White 11.9

American Indian 0.0

Asian 1.0

Pacific Islander 0.0

Two or More Races 0.

Teachers by Years of Experience:

Beginning Teachers 5.8

1-5 Years Experience 15.0

6-10 Years Experience 6.9

11-20 Years Experience 14.0

Over 20 Years Experience 5.2

**Demographics Strengths**

L. Clifford Davis represents a diverse academic community.

45% of our students speak 24 different languages.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** 45 % of our refugees speak 24 different languages. This is campus difficulty. These language barriers make it more difficult to communicate with students and parents. **Root Cause:** Lack of strategies for English Learners that will support communication. Teacher not trained, resources.

# Student Learning

## Student Learning Summary

2018-2019 School Report Card

Accountability Rating: D

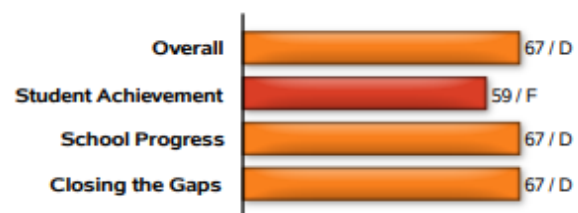
Overall: 67

Student Achievement: 59

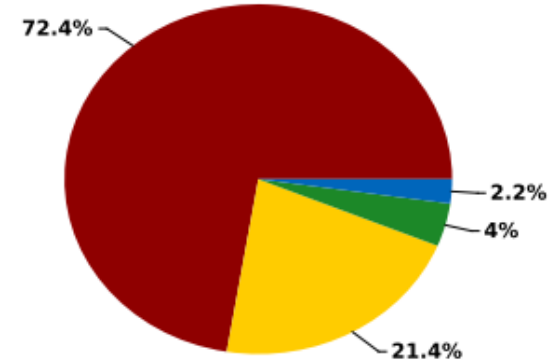
School Progress: 67

Closing the Gaps: 67

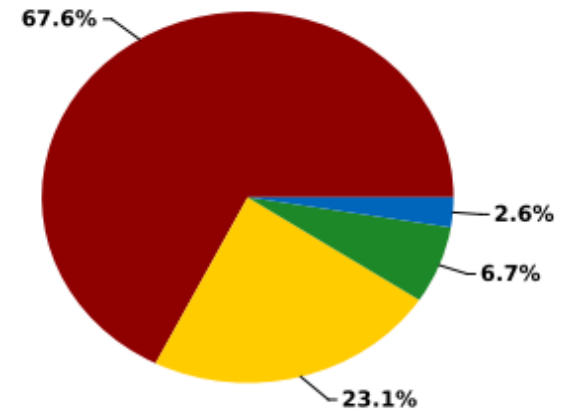
Distinction Designations: None



Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	108	82	75.9%	16	14.8%	8	7.4%	2	1.9%
3	98	70	71.4%	23	23.5%	3	3.1%	2	2.0%
4	95	79	83.2%	14	14.7%	0	0.0%	2	2.1%
5	101	60	59.4%	33	32.7%	5	5.0%	3	3.0%
<b>Total</b>	<b>402</b>	<b>291</b>	<b>72.4%</b>	<b>86</b>	<b>21.4%</b>	<b>16</b>	<b>4.0%</b>	<b>9</b>	<b>2.2%</b>



Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	103	69	67.0%	28	27.2%	6	5.8%	0	0.0%
3	92	59	64.1%	22	23.9%	8	8.7%	3	3.3%
4	90	68	75.6%	14	15.6%	5	5.6%	3	3.3%
5	101	65	64.4%	25	24.8%	7	6.9%	4	4.0%
<b>Total</b>	<b>386</b>	<b>261</b>	<b>67.6%</b>	<b>89</b>	<b>23.1%</b>	<b>26</b>	<b>6.7%</b>	<b>10</b>	<b>2.6%</b>



MOY NWEA MAP Growth data indicates 38% of the students in Kindergarten through 5th grade met their projected growth in Math, while 30% of those students met the projected growth in Reading.

MOY Benchmark data indicates 2.47% of the 3rd-grade Regular Program (RP) students met standards in Reading, 7.69% of the 3rd-grade Dual Language



(DL) students met standards in Reading(Spanish), while 6.9% of the 4th (RP), 0% 4th (DL) Reading (Spanish), and 18% of the 5th-grade (RP), 50% (DL) students met standards.

3.96% (RP), 18.18% (DL) of the 4th-grade students met standard on the MOY writing benchmark. MOY Benchmark data indicates 0% of the 3rd-grade students met standards in Math, while 0% of the 4th and 8% of the 5th-grade students met standards.

### **Student Learning Strengths**

Teachers and students have increased the in-class usage of our technology devices.

85% of the teachers and leadership team have become acclimated to the progress monitoring process where teachers are intervening, assessing, and tracking student growth and the leadership team is providing constructive feedback.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** According to the MOY reading map growth report, only 23% of the 4th-grade students met their projected reading growth target. **Root Cause:** 67% of teachers who were new to teaching and /or new to the campus have a limited understanding of TIER 1 instruction and are still developing their instructional practices, which require explicit coaching and modeling from campus and district coaches.

**Problem Statement 2:** According to the EOY Reading MAP data reports, 68% of Title One students did not meet projected growth in EOY Reading Assessment for the 2020-2021 school year as measured by MAP. **Root Cause:** All teachers who were have demonstrated a limited understanding of TIER 1 instruction based on campus STAAR data and MAP data and are still developing their instructional practices, which require explicit coaching and modeling from campus and district coaches.

## School Processes & Programs

### School Processes & Programs Summary

During the 2020-2021 SY, the District/Campus implemented a new Instructional and Literacy/Bi-literacy Framework. The District/Campus implemented the LEXIA Core 5 program to support readers at various levels.

71% of the core teachers had 0-5 years experience with public school systems and lacked experience with the FWISD Curriculum, Instructional, and Literacy Framework as well as the supporting resources. All of these teachers were assigned a mentor.

68% of the teachers were new to teaching and/or new to the campus.

The campus has two assigned instructional coaches.

Weekly PLC Meetings are held to provide new learning opportunities where teachers can analyze data and implement strategies through collaboration.

ClaytonYES! Afterschool Program is held Monday-Thursday for students with enrichment activities.

### School Processes & Programs Strengths

Teachers who are new to teaching have become more familiar with utilizing the FWISD's Curriculum Framework to plan weekly lessons.

95% of the teachers consistently upload and submit their weekly lesson plans into Google Docs in a timely manner which allows the leadership team to provide constructive feedback to the teachers.

There are two assigned instructional coaches that resides on the campus full time to support teachers.

During the 2020-2021 SY, the Literacy and Math content coaches began supporting the 3rd, 4th, and 5th grade new teachers consistently. During the 4th Six Weeks, the Literacy, Math Science and Social Studies content coaches began supporting the K- 4th -grade teachers.

Over 70% of the students are meeting the Usage rate in LEXIA Core 5 on a consistent bases.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** During the 2020-2021 school year, \_\_\_ students did not meet their projected growth according to MAP data. **Root Cause:** Inconsistent professional development, feedback, weekly PLC opportunities for teachers.

**Problem Statement 2 (Prioritized):** According to the MOY reading map growth report, only 13% (RP), 0% (DL) of the 4th-grade students met their projected reading growth target, whereas, 87% of those students did not meet their projected reading growth. **Root Cause:** 52% of teachers who were new to teaching and /or new to the campus have a limited understanding of TIER 1 instruction and are still developing their instructional practices, which require explicit coaching and modeling from campus and district coaches.

# Perceptions

## Perceptions Summary

Due to CDC Covid 19 safety protocols, our outside community members participation rate has decrease and halted in-person school events and/or volunteer opportunities.

80% students feel through their relationships with friends, family, and adults at school.

64% students feel that they are focused on class activities.

90% of teachers feel comfortable interacting with students at our campus from a different cultural backgrounds.

## Perceptions Strengths

According to the Panorama survey, 85% of the staff responded favorably to having an inviting working environment. 79% of the students responded favorably to having supportive relationships.

53% of the students supported having a good teacher-student relationship while 73% of the teacher supported having a good staff-leadership relationship.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** According to the 2020-2021 Panorama Social and Emotional Learning (SEL) data, 39% of the students in grades 3-5 feel they are able to regulate their emotions. **Root Cause:** The campus has not proactively focused on the social and emotional well-being of the instructional staff which could help identify their triggers, as well as self-care and calming strategies within themselves.

# Priority Problem Statements

**Problem Statement 1:** 45 % of our refugees speak 24 different languages. This is campus difficulty. These language barriers make it more difficult to communicate with students and parents.

**Root Cause 1:** Lack of strategies for English Learners that will support communication. Teacher not trained, resources.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** According to the MOY reading map growth report, only 23% of the 4th-grade students met their projected reading growth target.

**Root Cause 2:** 67% of teachers who were new to teaching and /or new to the campus have a limited understanding of TIER 1 instruction and are still developing their instructional practices, which require explicit coaching and modeling from campus and district coaches.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** During the 2020-2021 school year, \_\_\_ students did not meet their projected growth according to MAP data.

**Root Cause 3:** Inconsistent professional development, feedback, weekly PLC opportunities for teachers.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** According to the MOY reading map growth report, only 13% (RP), 0% (DL) of the 4th-grade students met their projected reading growth target, whereas, 87% of those students did not meet their projected reading growth.

**Root Cause 4:** 52% of teachers who were new to teaching and /or new to the campus have a limited understanding of TIER 1 instruction and are still developing their instructional practices, which require explicit coaching and modeling from campus and district coaches.

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

**Problem Statement 5:** According to the 2020-2021 Panorama Social and Emotional Learning (SEL) data, 39% of the students in grades 3-5 feel they are able to regulate their emotions.

**Root Cause 5:** The campus has not proactively focused on the social and emotional well-being of the instructional staff which could help identify their triggers, as well as self-care and calming strategies within themselves.

**Problem Statement 5 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Observation Survey results
- Other PreK - 2nd grade assessment data

- Grades that measure student performance based on the TEKS

# Goals

Revised/Approved: September 10, 2021






## Goal 1: Early Literacy

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

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 65% to 73% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 71% to 78% by May 2022.

Increase the percentage of African American students from 63% to 73% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher instructional capacity to plan and implement areas with differentiated and scaffolded support particularly for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of literacy lesson plans and classroom observations will be grounded in explicit instruction based in the science of teaching reading.</p> <p>90% of lesson planned will identify scaffolded supports for special education students.</p> <p>90% of lesson plans in classroom observation show evidence of formative assessments.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Staff - Title I (211) - 211-13-6119-04E-222-30-510-000000-22F10 - \$75,000, Supplies and Materials - Title I (211) - 211-13-6399-04E-222-30-510-000000-22F10 - \$15,000, Staff - Title I (211) - 211-11-6129-04U-222-30-510-000000-22F10 - \$35,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span>				



**Goal 1: Early Literacy**

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

**Performance Objective 2:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 24% to 32% by May 2022.


Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 39% to 48% by May 2022.


Increase the percentage of White student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to 34% by May 2022.


**HB3 Goal**


**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 24% to 32% by May 2022.                      Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 39% to 48% by May 2022.                      Increase the percentage of White student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to 34% by May 2022.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of literacy lesson plans and classroom observations will be grounded in explicit instruction based in the science of teaching reading.</p> <p>90% of lesson planned will identify scaffolded supports for special education students.</p> <p>90% of lesson plans in classroom observation show evidence of formative assessments.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplies, Materials, Professional Development - Title I (211) - 211-11-6329-04E-222-30-510-000000-22F10 - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="text-align: right; font-size: 2em; color: blue; margin-right: 20px;">➔</div>			

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Goal 1: Early Literacy**

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

**Performance Objective 3:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English for All Students from 38% to 43% by May 2022. Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish Hispanic students from 42% to 47% by May 2022. Increase the percentage of African American students, our most marginalized group instruction on our campus from 34% to 35% by May 2022.

**Evaluation Data Sources:** MWEA/MAP





**Summative Evaluation:** Significant progress made toward meeting Objective

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from 73% to 78% by May 2022.

Increase the percentage of Hispanic students from 57% to 62% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of math lesson plans and classroom observations will be grounded in explicit instruction based in the science of teaching math.</p> <p>90% of lesson planned will identify scaffolded supports for special education students.</p> <p>90% of lesson plans in classroom observation show evidence of formative assessments.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p><b>Funding Sources:</b> Supplies - Title I (211) - 211-11-6399-04E-222-30-510-000000-22F10 - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**Performance Objective 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 39% to 54% by May 2022.  
Increase the percentage of Hispanic Students from 57% to 62% by May 2022.

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 34% to 45% by May 2022.





Increase the percentage of African American students from 29% to 40%.

**Goal 3: CCMR**

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

**Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 14% to 25% by May 2022.





Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 12% to 25% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher instructional capacity to plan and implement explicit/systemic Tier 1 instruction in all content areas with differentiated and scaffolded support.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of literacy lesson plans and classroom observations will be grounded in explicit instruction based in the science of Teaching Reading</p> <p>100% of literacy lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in Science of Teaching Reading.</p> <p>90% of lesson planned will identify scaffolded support for ELL, GT, and At-Risk student population.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessment.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p>100% of lesson planning observation will be tracked for effectiveness.</p> <p><b>Funding Sources:</b> Materials/Tutors - Title I (211) - 211-11-6117-04E-222-30-510-000000-22F10 - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3: CCMR**

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

**Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 6% to 15% by May 2022. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 3% to 10% by May 2022.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher instructional capacity to plan and implement explicit/systemic Tier1 instruction in all content areas with differentiated and scaffolded supports.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of lesson planned</p> <p><b>Funding Sources:</b> Tutoring - Title I (211) - 211-11-6116-04E-222-30-510-000000-22F10 - \$5,726</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Build teacher instructional capacity to plan and implement explicit/systemic Tier 1 instruction in all content areas with differentiated and scaffolded support.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of math lesson plans and classroom observations will be grounded in explicit instruction based in the science of Teaching Math.</p> <p>100% of math lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in Science of Teaching Math.</p> <p>90% of lesson planned will identify scaffolded support for ELL, GT, and At-Risk student population.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessment.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p>100% of lesson planning observation will be tracked for effectiveness.</p> <p><b>Funding Sources:</b> Supplies - SCE (199 PIC 24) - 199-11-6399-001-222-24-313-000000- - \$6,516</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4: Learning Environment (based on the BOE constraints)**

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 1:** Decrease the number and percentage of students who are chronically absent from 30% to 25% by May 2022.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 39% to 32% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase stakeholder awareness of the importance of school attendance, as well as prioritize creation of an attendance plan and incentives each six week period.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of absent students will receive phone calls regarding absenteeism.</p> <p>100% of students and parents will receive information on FWISD Clifford Davis attendance policy, goals, monitoring and incentives.</p> <p>100% students absents will be tracked daily and information shared with homeroom teacher and teacher teams.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership, Family Engagement Specialist, SART committee, attendance committee and classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> Student Incentives, supplies for parent involvement - Title I (211) - 211-61-6399-04L-222-30-510-000000-22F10 - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 100% of students absences will be tracked daily with information being shared with homeroom teacher teams.</p> <p><b>Strategy's Expected Result/Impact:</b> Build teacher and student capacity to positively identify and respond to instructional learning environment as well as physical, social and emotional needs.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				




**Goal 4: Learning Environment (based on the BOE constraints)**


Ensure all students have access to a safe, supportive and culturally responsive learning environment.


**Performance Objective 2:** Increase positive response by students to the learning environment on the Panorama SEL Survey from 52% to 54% by May 2022.


Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50% to 56% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher and student capacity to positively identify and respond to instructional learning environment, as well as, physical, social and emotional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of classroom to receive weekly socio emotional support lessons.</p> <p>100% of classrooms to receive instructional support grounded in having a growth mindset.</p> <p>100% of classrooms will utilize Rhithm app to monitor student emotional, physical and social well being.</p> <p>100% of teacher will receive professional development in restorative practices.</p> <p><b>Funding Sources:</b> Professional Development, Class Resources - Title I (211) - 211-11-6399-04E-222-30-510-000000-22F10 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

**Goal 4:** Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 3:** Decrease the number of in and out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 2% to 1% by May 2022.

**Evaluation Data Sources:** Focus and referral data, including campus and district.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Decrease the number of in and out of school suspension during 2020-2021 and would like to maintain.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of absent students will receive phone calls regarding absenteeism.</p> <p>100% of students and parents will receive information on FWISD Clifford Davis attendance policy, goals, monitoring and incentives.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team and Counselors.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 4:** Increase the positive perception of parents on Engagement on the district's Parent Survey from 80% to 85% by May 2022.

**Targeted or ESF High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Facilitate positive perception of school community through collaboration, communication and workshops.  <b>Strategy's Expected Result/Impact:</b> Student celebrations every 6 week period.</p> <p>Monthly school to home communication.  <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Tryphena Johnson	Data Analyst	Instruction	Data Analyst
Vanessa Tennison	Computer Lab Assistant	Instruction	Computer Lab Assistant

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher 1	Irma Gonzalez	Teacher
Classroom Teacher 2	Versika Bailey	Teacher
Classroom Teacher 3	Romana Colbert	Teacher
Classroom Teacher 4	Kymber Curtis	Teacher
Professional Non-Teaching Staff	Barbara Frazier	Counselor
Community Representative 2		
Business Representative 1	Paige Stephens	Business Representative
Business Representative 2	Faustina Rice	Business Representative
DERC Representative 1		
DERC Representative 2		
Additional Representative (optional)	Terri Lewis	Teacher
Professional District-Level Staff	LeAnn Frazier	District Rep
Parent 2	Ashley Johnson	Parent 2
Parent 3		
Community Representative 1	Audrey Shabazz	
Parent 1	Tremeka Clerkley	Parent
Administrator	Ebony Key	Professional Non-Teaching Staff

# Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Staff	Data Analyst	211-13-6119-04E-222-30-510-000000-22F10	\$75,000.00
1	1	1	Supplies and Materials	Supplies and materials for professional development	211-13-6399-04E-222-30-510-000000-22F10	\$15,000.00
1	1	1	Staff	Computer Lab Assistant	211-11-6129-04U-222-30-510-000000-22F10	\$35,000.00
1	2	1	Supplies, Materials, Professional Development	Reading materials for classroom use	211-11-6329-04E-222-30-510-000000-22F10	\$20,000.00
2	1	1	Supplies	Supplies and materials for instructional use	211-11-6399-04E-222-30-510-000000-22F10	\$20,000.00
3	1	1	Materials/Tutors	Tutors with degree or certified	211-11-6117-04E-222-30-510-000000-22F10	\$20,000.00
3	2	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-222-30-510-000000-22F10	\$5,726.00
4	1	1	Student Incentives, supplies for parent involvement	Supplies and materials for parental involvement	211-61-6399-04L-222-30-510-000000-22F10	\$15,000.00
4	2	1	Professional Development, Class Resources	Supplies and materials for instructional use	211-11-6399-04E-222-30-510-000000-22F10	\$10,000.00
<b>Sub-Total</b>						\$215,726.00
<b>Budgeted Fund Source Amount</b>						\$215,726.00
<b>+/- Difference</b>						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
3	2	2	Supplies	Supplies and materials for instructional use	199-11-6399-001-222-24-313-000000-	\$6,516.00
<b>Sub-Total</b>						\$6,516.00
<b>Budgeted Fund Source Amount</b>						\$6,516.00
<b>+/- Difference</b>						\$0.00
<b>Grand Total</b>						\$222,242.00