# 2016-17 CEIP for 222-Clifford Davis ES 222-Clifford Davis ES

Principal: Principal: Pamela Henderson Leadership Director: Shawn Buchanan

#### **SBDM Members**

Accour	ntability Status		Name	Role
Mat Cta			Leah Bazan	Teacher
Met Sta	ndard		Chelsea Caster	Teacher
			Tracy Sticher	Teacher
			Tremika Clerkley	Parent
Campu	s Distinctions		Angelicia Mejjia	Teacher
SELECT A I	DISTINCTION DESIGNATION		Jelissa Peoples	Business Rep
SELECT A I	DISTINCTION DESIGNATION		Barbara Frazier	Campus Non-Tch Prof
SELECT A I	DISTINCTION DESIGNATION		Audrey Shabazz	Community Rep
SELECT A I	DISTINCTION DESIGNATION			Select
SELECT A I	DISTINCTION DESIGNATION			Select
SELECT A I	DISTINCTION DESIGNATION			Select
SELECT A I	DISTINCTION DESIGNATION			Select
				Select
				Select
				Select
CAMPUS A	ASSURANCES AND CERTIFICATIONS FOI	R THE 2016-2017 SCHOOL YEAR		Select
I certify ac	ceptance and compliance with all provi	sions set forth by:		Select
YES	the Fort Worth ISD School Board;	When you select "Yes," you are certifying that		Select
YES	the Texas Education Code;	you have access to or have received the document that outlines all of the requirements		Select
YES	No Child Left Behind;	discussed above. Additionally, you are		Select

#### Fort Worth ISD

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

Click here to see the full Guide to Campus Assurances

the School Improvement Program.

Title I, Part A; and

YES

YES

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indicating your assurance that these

Learning Network leadership team.

requirements will be implemented on your

campus by yourself, your designee, or your

## **Comprehensive Needs Assessment Summary for 2016-2017**

Campus: 222-Clifford Davis ES

Principal: Principal: Pamela Henderson

Principal:	Prir	icipai: Pameia Henderson				
<b>Data Sources Used</b>	No	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	No	Attendance	No	Cohort Analysis	Yes	Surveys
Make a selection for	No	Discipline	No	Support Systems	No	Fund Balance
each by chosing	Yes	Instruction	Yes	Intervention Services	No	Recruit & Retain Quality Staff
from the drop down	Yes	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here
Area Reviewed	Sun	nmary of Strengths	Sun	nmary of Needs	Pric	prities
	Wha	at were the identified strengths?	Wha	at were the identified needs?	Wha	at are the priorities for the campus,
					incl	uding how federal and state program funds
Demographics	1.	Our campus is diverse: African American -	1.	Teachers need to continue to develop	1.	Professional Learning Opportunites and
		35%, Hispanic -30%, White- 5%, and Asia -		differentiation of instruction for ELL		PLCs will focus on contined learning
		30%.		students, African American students and		opportunities that address differentiation
	<u> </u>			Economically Disadvantaged students.		of instruction and small group instruction.
	2.	There are about 39 different languages	2.	Teachers need to continue to focus	2.	Professional Learning Opportunites and
		spoken by the students at our school.		implementing ELPS strategies in all content	_	PLCs will focus on contined learning
Student	1.	Based on local assesment and Benchmark	1.	Based on local assessment and Benchmark	1.	Teachers will develop and implement
Achievement		Data, our students score an average of		Data, students score lower in Reading.	••	intervention strategies that promote
		64% in Math.		They score an average of 48%.		fluency and mastery of basic
				,		comprehension skills., and mastery of basic
						math skills.
	2.	Small group instruction in all content areas	2.	Small group instruction needs to	2.	Teachers will develop lessons that include
		has contributed in gains in math and		implemented consistently in all classes.		small group instruction to differentiate
		reading.				instruction.
School Culture and	4	The students describe the school as a safe	4	Management and the attended about dad	•	To a draw and staff will wondered belongering
	'-		I.	More parents need to attend scheduled	1.	Teachers and staff will work collaboratively
Climate		place to learn and students are focused on		parent conferences in order to know their		to implement effective strategies to
	2.	learning.		child's academic and social progress.		increase parent conferences.
	۷.	Teachers describe the school as positive				
		and focused on increasing student				
		achievement.				

Staff Quality/ Professional Development	1.	The teachers readily attend staff development to develop and implement strategies that meet the students' needs.	1.	Continued Professional Learning need to be focused on implementing effective teaching strategies regarding small group instruction and differentiation of instruction.	1.	Teachers will continue to implement effective instructional strategies.
Curriculum, Instruction, and Assessment	1.	Some teachers are proficient in analyzing test data to develop effective interventions.	1.	All teachers need to become more familiar with ELPS.	1.	Teachers will implement ELPS strategies in daily instruction to increase student achievement.
Family and Community Involvement	1.	Our refugee parents readily attend Family Night (Math, Reading, and Science) activities.	1.	More of our African American and Hispanic parents need to participate in after school activties.	1.	The staff will continue to encorage all parents to attend after school activities by offering door prizes and incentives.
School Context and Organization	1.	PLC meetings are conducted with teachers to address data and instructional strategies.	1.	Vertical team meetings need to be conducted consistently.		PLC meetings will be conducted every two weeks  Vertical Team Meetings will be conducted once a month,

### **Budget Summary**

#### **Principal: Principal: Pamela Henderson**

**Leadership Director: Shawn Buchanan** 

#### Summary by Fund Source

Fund Source	TITLE I	TITLE I (PARENT INV)	FOCUS/PRIORITY	LOCAL	OTHER	NONE	ND TOTAL eted in CEIP
Professional Development	1,200	0	0	150	0	0	\$ 1,350
Tier I Instruction	0	0	0	200	0	0	\$ 200
School Readiness	0	0	0	4,350	0	0	\$ 4,350
Third Grade Reading	71,200	0	0	3,100	0	0	\$ 74,300
Campus Needs Assessment	0	0	0	300	0	0	\$ 300
TOTAL	\$ 72,400	\$ -	\$ -	\$ 8,100	\$ -	\$ -	\$ 80,500
Allocations	-	-	-	-	-		
Percent Budgeted	NA	NA	NA	NA	NA		

**Compensatory Education Fund - FTEs** 

#### Professional Development Action Plan Leadership Director: Shawn Buchanan

#### **Principal: Principal: Pamela Henderson**

District	Goal:	1. Increase Student Achievement
Strategic	Objective:	1.2 Ensure that all Fort Worth ISD employees are prepared to meet the academic and social/emotional/physical needs of our students
Plan	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
Alignment	Measure:	1.5 Achievement and passing rates on state and local assessments

Focus

ELPS and ELL professional development will be provided to utilize effective instructional strategies that will increase student achievement. The Direct Interactive Instruction will be implemented to promote best instructinal processes to increase student achievement.

		Alignment		Ex	pectation	S		
Title I Components	PBMAS	Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Comments (+/Δ)
1 & 4	ESL	PD focused on identifying the ELPS and TELPAS indicators will be provided for the teachers.	Adminstrators ALD Specialist Diane Kue	26-Sep-16	Faculty Mgt	Local	\$50.00	
1 & 4	ESL	PD focused on the seven steps to effectivley implement ELL strategies in the classroom will be provided for the teachers	Adminstrators ALD Specialist Diane Kue	11-Oct-16	PLC	Local	\$50.00	
1 & 4	ESL	PD focused on differentation of instruction in order to provide interventions will be provided for the teachers	Adminstrators ALD Specialist	17-Oct-16	Faculty Mgt	Local	\$50.00	
1 & 4	ESL	SGGR PD will be provided to the teachers in order to provide differentiation of instruction.	Adminstrators ALD Specialist Representative from Literacy Dept.	Oct-16	Pull-Out	Title I	\$1,200.00	
1,3, & 4	ESL	Teachers will attend DII training in order to create and implement lessons that promote student engagement and student mastery of the standards.	Administrators DII Coaches	June, July, August 216 & October 2016	Pull-Out	Other		
Opportu	unity	Progress Monitoring Schedule: BOY (August 22 - No	ovember 4)	MOY (Nove	ember 7 - Fe	bruary 24)	EOY (Febr	uary 27 - June 2)

# Tier I Instruction Action Plan Leadership Director: Shawn Buchanan

<b>Principal: Principal:</b>	<b>Pamela Henderson</b>
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District	Goal:	1. Increase Student Achievement
Strategic	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
Plan	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
Alignment	Measure:	1.5 Achievement and passing rates on state and local assessments

Focus

Consistent and effective instruction in English Language Arts, Mathematics,, and Science will be implemented to promote increased student achievement using small group instruction.

		Alignment	Expectations					
Title I Components	PBMAS	Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Comments (+/Δ)
1 & 4	ESL	Teachers will identify the content standards and utilize them	Administrators	Sept. 2016 -	Faculty Mgt	Local	\$100.00	
1 & 4	ESL	Teachers will delivery lessons that promote student	Administrators	Sept. 2016	PLC	Local	\$50.00	
1 & 4	ESL	Teachers will utilize informal and formal assessments to	Administrators	Sept. 2016 -	Faculty	Local	\$50.00	
Opport	unity	Progress Monitoring Schedule: BOY (August 22 - N	ovember 4)	MOY (Nove	ember 7 - Fe	ebruary 24)	EOY (Feb	ruary 27 - June 2)

#### School Readiness Action Plan Leadership Director: Shawn Buchanan

#### Principal: Principal: Pamela Henderson

District	Goal:	1. Increase Student Achievement
Strategic	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
Plan	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
Alignment	Measure:	1.5 Achievement and passing rates on state and local assessments

Instructional strategies will be implemented that promote language literacy development in order to increase reading lexiles by a minumun of 200 points.

Focus

		Alignment						
Title I Components	PBMAS	Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Comments (+/Δ)
1 & 3	ESL	Teachers will identify the components of language and literacy development and how they are correlated with the TELPAS descriptors.	Teachers Administrators ALD Specialist	Sept. 2016 - May 2017	Faculty Mgt/PLC	Local	\$50.00	
1 & 3	ESL	Teachers will create and implelment literacy lessons that incorporate letter/word recognition, phonological awareness, vocabulary development and comprehension of age appropriate text.	Teachers Administrators ALD Specialist	Sept. 2016 - May 2017	Faculty Mgt/PLC	Local	\$50.00	
1 & 3	ESL	Teachers will use daily small group guided reading consistently.	Teachers Administrators ALD Specialist	Sept. 2016 - May 2017	Faculty Mgt/PLC	Local	\$50.00	
1 & 3	ESL	Teachers will use Fountas and Pinnell assessment three times a year to monitor student progress in reading to develop interventions (BOY, MOY, & EOY) and Achieve 3000 for progress monitoring.	Teachers Administrators ALD Specialist	Sept. 2016 - May 2017	Faculty Mgt/PLC	Local	\$100.00	
1 & 3	ESL	Small Group Guided Reading PD will be provided for new teachers	Administrators Specialists	Oct-16	Pull-Out/ PLC	Local	\$ 4,100.00	
Opportu	unity	Progress Monitoring Schedule: BOY (August 22 - N	lovember 4)	MOY (Nov	vember 7 - I	ebruary 24)	EOY (Fe	bruary 27 - June 2)

#### Third Grade Reading Action Plan Leadership Director: Shawn Buchanan

#### **Principal: Principal: Pamela Henderson**

Strategic Objective: 1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy	
Plan Strategy: 1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global	economy
Alignment Measure: 1.5 Achievement and passing rates on state and local assessments	

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Third grade students' rreading lexile scores will increase a minimum of 200 points during the school year in all subgroups: African American, Hispanic, Asian, White, and Economically Disadvantaged

		Alignment Expectations						
Title I Components	PBMAS	Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Comments (+/Δ)
1 & 3	ESL	Third Grade Reading Teachers will utilize whole group lessons in the core reading series: Reading Street	Teachers Administrators ADL Specialist	Sept. 2016 - May 2017	Faculty Mgt/PLC	Local	\$1,500.00	
1, 3 & 9	ESL	Third Grade Reading Teachers will implement SGGR using leveled readers to provide differentiation of instruction.	Teachers Administrators ADL Specialist	Sept. 2016 - May 2017	Faculty Mgt/PLC	Local	\$1,500.00	
1, 3 & 9	ESL	Student data (Fountas & Pinnell and Achieve 3000) will be analyzed consistently to address students' needs during PLC and Grade Level Meetings.	Teachers Administrators ADL Specialist Data Analyst	Sept. 2016 - May 2017	PLC	Local	\$100.00	
1, 3 & 9	ESL	Students not making progress as evidenced by student data will receive additional small group instruction by MCP teacher assistants and Support Teachers.	Administrators MCP TA Support Teachers	Sept. 2016 - May 2017	PLC	Title I	\$71,200.00	MCP TA salaries are paid by the Morninside Children's Proiect
Opport	unity	Progress Monitoring Schedule: BOY (August 22 - N	ovember 4)	MOY (Nove	ember 7 - F	ebruary 24)	EOY (Feb	ruary 27 - June 2)

#### Campus Needs Assessment Action Plan Leadership Director: Shawn Buchanan

Principal: Principal: Pamela Hendersor	rincipa	: Principal:	Pamela	Henderson
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District	Goal:	1. Increase Student Achievement
Strategic	Objective:	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
Plan	Strategy:	1.1 Ensure all students have access to rigorous, engaging curriculum & technology that promote accelerated learning & meets the needs of a global economy
Alignment	Measure:	1.5 Achievement and passing rates on state and local assessments

Focus

Professional Learning Communities, Grade Level Planning Meetings, and Content Team Meetings will be conducted consistently in order to increase student achievement.

		Alignment Expectations						
Title I Components	PBMAS	Implementation Action Steps	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Comments (+/Δ)
1 & 3	ESL	PLC/Content Team Meetings will be conducted every two weeks to review successful instructional strategies, analyze student work, and analyze student data.	Administrators Teachers ALD Specialist Data Analyst	Sept. 2016 - May 2017	Faculty Mgt/PLC	Local	\$100.00	
1 & 3	ESL	Grade Level Planning Meetings will be conducted twice a month to analyze content standards and develop meaningful lesson plans.	Teachers Administrators DII Coaches ALD Specialist	Sept. 2016 - May 2017	PLC	Local	\$100.00	
1 & 3	ESL	Vertical team meetings will be conducted once a month to review standards and teaching strategies.	Administrators Teachers	Sept. 2016 - May 2017	Faculty Mgt/PLC	Local	\$100.00	
Opport	unity	Progress Monitoring Schedule: BOY (August 22 - N	lovember 4)	MOY (Nov	ember 7 - F	ebruary 24)	EOY (Fe	bruary 27 - June 2)