

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

**Principal:** Hughes, Stephanie

**Campus Name:** 116 - Clayton ES, Lily B.

**Executive Director:**

### Fort Worth ISD Mission Statement

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

### Vision

*Igniting in Every Child a Passion for Learning*

### Student Outcome Goals

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

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

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

### School Profile

#### Student Enrollment by Program

Attendance Rate: 100

Special Education: 4

Dual Language/ESL: 36.3

Gifted and Talented: 16.1

Career and Technology: 0

Percentage of at-risk students: 44.5

Percentage of English Language (EL) students: 19

Percentage of economically disadvantage students: 44.1

### 2020-2021 Campus Site-Based Committee

Name	Role
Stephanie Hughes	Principal
Brooke Green	Teacher
Gloria Daniels	Teacher
Zaida Johnson	Teacher
Yesenia Soto	Teacher
Karen Perry	Community Representative
Meghan Gherke	Community Representative
Ashley Miller	Parent
Laura Strawser	Parent
Pamela Boggess	Parent
Robert Amaya	Campus Non-Teacher Professional
Melissa Ball	Campus Non-Teacher Professional
Sarah Jung	Community Representative
Heather Murray	Campus Non-Teacher Professional
Elizabeth English	District Level Staff

### Accountability Summary

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

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

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

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: <b>Student Achievement</b> 90	90 - A
Domain 2: <b>School Progress</b> 85	
Domain 3: <b>Closing The Gaps</b> 89	

### Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 1

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 1

Top 25 Percent: Comparative Closing the Gaps: 1

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

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

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Yes Title I, Part A; and

No Turnaround Plans

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

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

# Comprehensive Needs Assessment Summary for 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
<b>Demographics</b>	1. Diverse student population	1. Closing the gap between our Hispanic and white student populations as well as between our ED and our non- ED students	1. Increase and improve Early literacy
	2. Good student/teacher ratios	2. Additional and timely resources for our Dual Language classrooms	2. 1.Reduce the Hispanic/ED/ELL Achievement Gaps
	3. Low transient population	3.	3. Reduce the Hispanic/ED/ELL Achievement Gap
	4. Diverse student population. 45% Hispanic and 48% while	4. The gap between the Hispanic and White population	4. 2. Improve the instructional alignment for grade levels and content areas
	5. State approved teacher student ratio	5. The gap between the low SES students and our non SES students	5. 3 Meet students emotional/behavioral needs through social emotional learning and training
	6. Transient population is less than 3%	6. Resources for the Dual Language Classrooms	6. 4 Increase student achievement and reduce gaps due to Distance learning
<b>Student Achievement</b>	1. An A rating by TEA- high achievement scores	1. Time to plan around the state standards with grade level teams	7. 5 Ensure staff and families can participate effectively in distance learning opportunities
	2. Improved STAAR scores in all subject areas/Benchmark scores	2. Closing the gap between our Hispanic and white student populations as well as between our ED and our non- ED students with resources and personal	8. Increase students Meeting Standards on state and district assessments
	3. Extra curricular activities and programs (UIL, history fair, science fair, invention convention)	3. Reading, Math Writing and science resources to continue student growth	9. Aligned instruction and testing
	4. Curriculum planning days for staff	4. Additional time for teachers to plan especially with students being out for 6 month at the end of 2019-2020	10. Social and Emotional skill of students
	5. Students score above level in rdg and math when compared to the district	5. To be able to identify gaps quickly for students who did not have access or did not participate in online learning	
	6. Specific expectation for rdg in Kindergarten and 1st grade	6. Solid phonic foundation and expectations in lower grade levels.	
<b>School Culture and Climate</b>	1. Involvement of parents, community and organizations	1. Mentoring programs for the students	
	2. Social Emotional program we started this year	2. Continue support of social and emotional needs of our students	
	3. School pride and traditions	3. Improvement of the physical environment	
	4. Consistent SEL program the students engaged in this year	4. Continue 1 lesson each week for SEL.	
	5. Friendly and supportive staff	5. Continue curriculum planning days	
	6. Reviewing student survey students and staff on the whole feel safe at school.	6. Ways to continue to reduce bullying especially online and social media bullying	

<b>Staff Quality/ Professional Development</b>	1.	No teacher turnover in 2019-2020, high retention rate	1.	Active teacher mentor
	2.	Highly experienced, effective staff	2.	
	3.	Teacher leaders for math, reading, science and early childhood	3.	
	4.	Hard working consistent staff. Did not replace any teaching staff in 2019-2020	4.	6 new teachers to the school for 2020-2021- good mentoring program and mentor teachers
	5.	Campus wide Social Emotional Learning program	5.	Need additional training on how to work with students with trauma and SEL
	6.	Curriculum planning days for staff	6.	Training for new teachers on curriculum, school expectations
<b>Curriculum, Instruction, and Assessment</b>	1.	Access to online resources	1.	Online assessment resource
	2.	4 technology carts for classroom and student use	2.	Additional carts so we can have one per grade level to access curriculum and deploy for on-line learning when necessary
	3.	phonics program in Kindergarten and 1st grade	3.	phonics program extended to 2nd grade and additional resources for all grade levels
	4.	Data meetings with content areas	4.	More defined writing expectations across grade levels
	5.	Substitutes for curriculum planning days once every 6 weeks	5.	Classroom intervention kits for math and writing
	6.	Benchmark scores are above district average in reading and math	6.	Additional technology training for online learning
<b>Family and Community Involvement</b>	1.	Very involved and supportive PTA	1.	Mentors for students
	2.	School traditions and activities	2.	Parent programs each month including parenting programs and school information
	3.	New parent Liaison	3.	Mentors for students
	4.	Strong, active and supportive PTA	4.	The best ways to engage parents in an online learning environment
	5.	School traditions and activities families and community participate in such as 1st day flag ceremony, Singing in the Halls and Veterans Day	5.	Continue to engage with parents through conferencing and school activities and traditions
	6.	Parent Liaison that started in January	6.	Continue to find ways to support our low ED families
<b>School Context and Organization</b>	1.	High expectations for all students	1.	
	2.	Active SBDM and PTA	2.	
	3.	Content and grade level team leaders as well as discipline team, SEL team, school equity team and health team	3.	Additional resources to meet the needs of students who are struggling
	4.	High expectations for students from staff and parents	4.	Continue to look at scheduling and best ways to meet student needs
	5.	Staff committees including: discipline, SEL, SBDM, attendance, and diversity	5.	Scheduling to allow for more time for teachers to meet and implement ideas and plans from the committee
	6.	Overall perceptions of the school according to the survey are positive	6.	work on the physical grounds

# Academic Excellence Goals

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

Campus Name: 116 - Clayton ES, Lily B.

Principal: Hughes, Stephanie

Executive Director:

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Early Literacy -Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.	--	58.00	--	70	
	Literacy- Increase the percentage of 4th and 5th grade grade students who scores at meets grade level or above on STAAR Reading from 61% to 70% by May 2021.	87	61	35	70	EOY

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	Provide and administer weekly standards test targeting specific TEKS to ensue student mastery of the content beginning Oct 4, 2020-May 2, 2021.	<ol style="list-style-type: none"> <li>1.Principal will meet with each grade level to discuss weeks standard.</li> <li>2. A short test will be created to test the students knowledge on the standard.</li> <li>3. Test will be graded and analyzed.</li> <li>4. The grade level and principal will meet again to discuss results and plan for the next week.</li> </ol>	Principal,Teacher(s)	5/10/2021	Local (Basic Allotment)	1,034	Not Started	Alignment of standards, instruction, and assessment to the standards at grades 3-5 and monitoring of student success on the taught standards.
2	Title I Hire a Title 1 teacher assistant to assist students in the classroom who are struggling with content and to provide academic support to students.	<ol style="list-style-type: none"> <li>1. hire a teacher assistant</li> <li>2. identify classrooms/students needing support</li> <li>3. create schedule for TA</li> <li>4. TA to turn in spreadsheet of student attendance and mastery of assignment.</li> </ol>	Principal,Teacher(s)	6/18/2021	Title I	25,000	Incomplete	Students preforming below grade level will preform successfully on grade level standards as measured by MAP, weekly assessments and STAAR
3	Purchase STAAR resources so students practice STAAR questions to help support the understanding of the TEKS and success on the STAAR Test.	<ol style="list-style-type: none"> <li>1. Identify the number of books needed.</li> <li>2. Research the different resources</li> <li>3.Purchase books</li> <li>4. Students utilize books for classwork and homework throughout the year.</li> </ol>	Principal,Teacher(s)	5/10/2021	Title I	10,000	Not Started	Students are familiar with the type of questions that will be seen on the STAAR test and are familiar with the format so students are more successful on the STAAR reading test.
4	Provide teachers with a half day to create Instructional Planning Calendar for reading, math and science for each 6 weeks	<ol style="list-style-type: none"> <li>1. Create a calendar for planning days- the 4th week at end of each 6 weeks</li> <li>2.Provide teacher substitutes for planning time</li> </ol>		5/10/2021	Title I	7,000	On Target	Students are provided instruction, materials, and assesments that aligned to the standards
5	LEP Provide reading resources to ensure our students are making gains on their reading on the state standards.	<ol style="list-style-type: none"> <li>1. Identify the specific needs of our bilingual students</li> <li>2 purchase materials that supprt their reading needs</li> <li>3. have students utilize the resources</li> </ol>	Principal,Teacher(s)	5/28/2021	Bilingual	474	Not Started	The additional resources will allow special education students to show growth on the state standards as evidenced by school, distrcit and state assessments

6	LEP	Provide reading resources to ensure our students are making gains on their reading on the state standards.	1. Identify the specific needs of our special education students 2 purchase materials that support their reading needs 3. have students utilize the resources	Principal,Teacher(s)	5/28/2021	Special Education	700	Not Started	The additional resources will allow special education students to show growth on the state standards as evidenced by school, district and state assessments
7	LEP	Provide reading resources to ensure our students are making gains on their reading on the state standards.	1. Identify the specific needs of our struggling education 2 purchase materials that support their reading needs 3. have students utilize the resources	Principal,Teacher(s)		SCE	2,376		The additional resources will allow special education students to show growth on the state standards as evidenced by school, district and state assessments
8		Provide after school tutoring to struggling students to ensure they are making progress on the classroom objectives and state standards	1. identify students who would benefit from tutoring 2.	Assistant Principal,Instructional Leadership	4/30/2021	Title I	4,000	Not Started	Students will make progress and grow on state, standards as evidenced by MAP, school, district assessments and STAAR
9		Utilize school personnel to work with students for the UIL school competition.	1. Identify categories the school will participate 2. Identify teachers to teach the sections 3. Identify students who want to participate 4. Attend the UIL event	Principal,Teacher(s)	5/28/2021	Gifted & Talented	742	Not Started	Students will be excited about academic activities outside the classroom and we will place in the top 3 at the UIL competition

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

**BOY Status:**

Principal Evidence:

Leadership Feedback:

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:

# Mission Goals

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

Campus Name: 116 - Clayton ES, Lily B.

Principal: Hughes, Stephanie

Executive Director:

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Math will increase from	59	65	EOY
	90 percent of students will engage in Social Emotional Learning lessons during the 2020-2021 school year and continue to help them feel safe and healthy	0	90	June 10, 2021

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 SPED	Provide math manipulative and resources that allow the Special education students to progress in the curriculum and in their IEP goals.	1. Identify the manipulatives that are needed to help support our students 2. purchase resources 3. Have students utilize the resources in the general curriculum.	Principal, Teacher(s)	1/29/2021	Special Education	870	Not Started	The provided resources will allow students to
2 Title I	Teachers will have parent conferences 2x a year to increase parent engagement and involvement in their child's education	1. Every teacher will pick a day at the end of the 1st 6 weeks or beginning of the 2nd 6 weeks to conduct parent conferences. A second date will be picked at the beginning of the 5th 6 weeks for another conference day 2. A sub will be secured to allow the teacher to meet with parents	Principal, Teacher(s)	4/30/2021	Title I	6,000	Not Started	Parents are engaged in their student's education and understand the criteria of the grade level
3 Title I	Provide students with math materials to allow them to practice STAAR materials and become familiar with the way questions are asked.	1. Ask teachers for the needs of the students 2. Decide on a resource based on teacher recommendation. 3. Purchase resource 4. Students utilize the resource	Principal, Assistant Principal, Teacher(s)	4/30/2021	Title I	6,000	Not Started	Students will be comfortable answering STAAR formatted questions as evidenced by school and district assessment and on the STAAR test.
4	Provide teachers with classroom supplies so students have access to the curriculum and can progress in the Texas standards	1. purchase supplies for the classroom	Principal	5/7/2021	Local (Basic Allotment)	8,828	Incomplete	Basic supplies will allow all students to be successful on state and district assessments
5	Provide teachers with classroom supplies so students have access to the curriculum and can progress in the Texas standards	1. purchase supplies for the classroom	Principal	4/30/2021	Title I	10,000	Incomplete	Basic supplies will allow all students to be successful on state and district assessments
6	Keeping students safe in the cafeteria by providing additional support in the cafeteria	1. secure 2 cafeteria monitors 2. provide schedule 3. provide guidelines.	Assistant Principal	6/18/2021	Local (Basic Allotment)	7,000	Not Started	Student safety is improved in the cafeteria due to additional adult support
7	SEL- buy and provide books for Student Emotional learning to increase student stability and confidence	1; decide on books 2. purchase the books 3. provide training	Principal	5/29/2021	Title I	1,000	Incomplete	Students will be supportive of each other and learn to follow their dreams and passions
8	Engage in SEL training for teachers	1. Purchase training and resources for the students.	Principal, Other	12/25/2020	PTA/PTO	10,000	Not Started	Students will have skill sets that will help them be successful in school and life.

9	Title I	Purchase a chromebook cart so students can access online learning resources including MAP testing	1. Get prices of chromebooks and order 2. Assign to grade levels/students	Principal	11/6/2020	Title I	29,378	Not Started	students will have access to online learning resources whether students are at school or at home.
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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

**BOY Status:**

Principal Evidence:

Leadership Feedback:

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:

# Learning Environment Goals

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

Campus Name: 116 - Clayton ES, Lily B.

Principal: Hughes, Stephanie

Executive Director:

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	344	500	January 25, 2021
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from			
	Health Related Elementary - (Target 75%) Percentage of the 30 health lessons Grades K-5 the school health teacher delivers will increase from	0	80	

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
Progress Monitoring Schedule: <b>BOY</b> (August 19 - November 1) <b>MOY</b> (November 4 - February 14) <b>EOY</b> (February 18 - May 28)								
<b>BOY Status:</b>								
Principal Evidence:								
Leadership Feedback:								
<b>MOY Status:</b>								
Principal Evidence:								
Leadership Feedback:								
<b>EOY Status:</b>								
Principal Evidence:								
Leadership Feedback:								



## 116 - Clayton ES, Lily B.

→ Budget Allotment Summary →	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL Allotment
	\$ 16,862.00	\$ 2,376.00	-	\$ 474.00	\$ 742.00	\$ 1,570.00	\$ 98,378.00	\$ 120,402.00

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Budget Summary

Principal: Hughes, Stephanie

Executive Director:

### Summary by Fund Source

Fund Source →	Local Basic Allotment	SCE <small>State Compensatory Education</small>	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CIP
Academic Excellence Goals	\$ 1,034.00	\$ 2,376.00	-	\$ 474.00	\$ 742.00	\$ 700.00	\$ 46,000.00	\$ 51,326.00
Mission	\$ 15,828.00	-	-	-	-	\$ 870.00	\$ 52,378.00	\$ 69,076.00
Learning Environment Goals	-	-	-	-	-	-	-	-
<b>Total Allocated</b>	<b>\$ 16,862.00</b>	<b>\$ 2,376.00</b>	<b>-</b>	<b>\$ 474.00</b>	<b>\$ 742.00</b>	<b>\$ 1,570.00</b>	<b>\$ 98,378.00</b>	<b>\$ 120,402.00</b>
<b>Percent Budgeted</b>	<b>100%</b>	<b>100%</b>	<b>0%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	School Improvement	Other	Total
	Amount	\$ 10,000.00	-	-	-	-	-	-	\$ 10,000.00