

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Henderson, Pamela

Campus Name: 222 - Davis ES, Clifford

Executive Director: Marion Mouton

Fort Worth ISD Mission Statement

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

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

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

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

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

School Profile

Student Enrollment by Program

Attendance Rate: 85	Career and Technology: 0
Special Education: 1.9	Percentage of at-risk students: 85.5
Dual Language/ESL: 67.6	Percentage of English Language (EL) students: 67.9
Gifted and Talented: 3.9	Percentage of economically disadvantage students: 96.9

2020-2021 Campus Site-Based Committee

Name	Role
Pamela Henderson	Principal
Tremeka Clerkley	Parent
Ashley Johnson	Parent
Faustina Rice	Community Representative
Audrey Shabazz	Community Representative
Rebecca Shanelever	Business Representative
Stephanie Paige	Business Representative
Versika Bailey	Teacher
Ramona Colbert	Teacher
Andrea Cronberg	Teacher
Ramona Curtis	Teacher
Irma Gonzalez	Teacher
Barbara Frazier	Campus Non-Teacher Professional
Leigh Ann Frazier	District Level Staff
Pamela Henderson	Principal
Tremeka Clerkley	Parent
Ashley Johnson	Parent
Faustina Rice	Community Representative
Audrey Shabazz	Community Representative
Rebecca Shanelever	Business Representative
Stephanie Paige	Business Representative
Stephanie Luker	Teacher
LaTonya Green	Teacher
Felicia McCalister	Teacher
Kymer Curtis	Teacher
Andrea Cronberg	Teacher
Quensha Ramsey	Campus Non-Teacher Professional

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Davis ES, Clifford. 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: Student Achievement 59	67 - D
Domain 2: School Progress 67	
Domain 3: Closing The Gaps 67	

Campus Distinction Designations

Academic Achievement in Mathematics: 0	Postsecondary Readiness: 0
Academic Achievement in Science: 0	Top 25 Percent: Comparative Closing the Gaps: 0
Academic Achievemnet in English Language Arts/Reading: 0	
Top 25 Percent: Comparative Academic Growth: 0	

Campus Assurances and Certification for the 2020-2021 School Year

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

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Yes Title I, Part A; and

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.
Demographics	1. Our student enrollment is 795 students: African American 45%, Asian-30%, Hispanic-18%, and White-7%,	1. Increase interventions and accelerations to decrease instructional gaps for all student groups.	1. 1. The instructional needs of all students will be met. 2. 2. Teachers will be provided resources to address the instructional and social needs of all students. 3. 3. Positive teacher/student/parent relationships will be implemented in order to address the instructional and social needs of all students.
	2. 45% of our students are refugees that speak 24 different languages.	2. Consistent implementation of ELPS to meet the needs of our ESL students.	
	3.	3.	
Student Achievement	1. Student mastery of math TEKS on interim assessments and benchmarks has increased 10%.	1. Student mastery of math and literacy TEKS need to increase to a minimum of 62% for the school campus.	4. 5.
	2. Student mastery of literacy TEKS on interim assessments and benchmarks has increased 4%.	2. Based on the closing of school due to the COVID-19, students need accelerated lessons to address instructional gaps.	
	3.	3.	
School Culture and Climate	1. Teachers and staff consistently plan and collaborate.	1. Continued Restorative staff development and training is needed, especially for teachers and staff new to our school.	
	2. Restorative Practices and Circles are consistently implemented in the classrooms.	2. Continued staff development is needed to address student trauma and student social emotional development.	
	3.	3. Six weeks celebrations for students and staff need to be implemented consistently.	
Staff Quality/ Professional Development	1. Academic support is given to teachers via instructional coach, LCTs, mentors, and team lead.	1. Consistent and effective professional development is needed to assist teachers in providing "first teach" of a lesson that promotes high student mastery,	
	2. PLCs are conducted weekly and consistently.	2. Consistent coaching and feedback is needed for teachers in order to assist them in providing "first teach" of a lesson that promotes high student mastery,	
	3.	3.	
Curriculum, Instruction, and Assessment	1. Teachers and staff consistently plan and collaborate.	1. Teachers need to become more proficient in deconstructing the TEKS.	
	2. Teachers' lessons are aligned to the TEKS.	2. Teachers need to implement effective "first teach" lessons that promote high student mastery.	
	3.	3. Based on the closing of school due to COVID-19, teachers need to become more focused in analyzing student data to create lessons that address students' instructional gaps.	
Family and Community Involvement	1. Home visits are consistently conducted to address student and family needs.	1. Parent participation in academic conferences and engagement activities need to increase.	
	2. Family engagement activities are scheduled throughout the school year.	2.	
	3.	3.	

School Context and Organization

1.	PLCs are conducted weekly and consistently.	1.	A vertical team planning schedule needs to developed and consistently Implemented.
2.		2.	
3.		3.	

Academic Excellence Goals

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

Campus Name: 222 - Davis ES, Clifford

Principal: Henderson, Pamela

Executive Director: Marion Mouton

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.	--	30.00	--		
	Literacy - Increase the percentage of students in grades K-5 reading on or above grade level as measured by MAP fluency from baseline data to a 10% increase by June 2020.					EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	PreK - 5th grade teachers will implement lessons aligned to literacy TEKS and district literacy curriculum that promote high student mastery.	Teachers will participate in literacy professional development that focuses on best literacy instructional practices during September, October, and November 2020.	Instructional Leadership,Other	11/20/2020	Local (Basic Allotment)	2,603		By June 2021, 100% of the PreK - 5th grade teachers will have a minimum of 15% increase in student mastery of TEKS based on campus based TEKS tracker.
2 Title I	PreK - 5th grade teachers will implement lessons aligned to literacy TEKS and district literacy curriculum that promote high student mastery.	Teachers will team plan during PLCs and participate in pull-out planning sessions to deconstruct literacy TEKS and identify effective instructional strategies to implement during lesson delivery.	Instructional Leadership,Other	11/20/2020	Title I	10,000		By June 2021, 100% of the PreK - 5th grade teachers will have a minimum of 15% increase in student mastery of TEKS based on campus based TEKS tracker.
3 Title I	PreK - 5th grade teachers will implement lessons aligned to literacy TEKS and district literacy curriculum that promote high student mastery.	Teachers will receive targeted support via coaching and observation feedback (feedback loop) regarding the implementation of the literacy curriculum, grade level literacy TEKS, Neuhaus/Estrelita program from instructional coaches and administrators.	Instructional Leadership,Other	6/10/2021	Title I	6,000		By June 2021, 100% of the PreK - 5th grade teachers will have a minimum of 15% increase in student mastery of TEKS based on campus based TEKS tracker.
4 LEP	The prekindergarten - second grade teachers will implement Neuhaus and Estrelita programs to increase mastery of phonemic awareness and phonic skills for students.	Teachers will participate in Neuhaus and Estrelita professional development and September, October, and November 2020.	Instructional Leadership,Other,Data Analyst	6/11/2021	Bilingual	1,969		By June 2021, 70% of the prekindergarten - second grade students will increase a minimum of six language skills levels in Neuhaus or Estrelita based on mastery checks.

5	LEP	The prekindergarten - second grade teachers will implement Neuhaus and Estrellita programs to increase mastery of phonemic awareness and phonic skills for students.	Primary teachers will team plan during PLCs and participate in pull-out planning sessions with instructional coaches to correlate the Neuhaus and Estrellita to district curriculum.	Teacher(s),Other	6/14/2021	Title I	10,000		By June 2021, 70% of the prekindergarten - second grade students will increase a minimum of six language skills levels in Neuhaus or Estrellita based on mastery checks.
6	Title I	PreK - 5th teachers will receive targeted support via coaching and observation feedback (feedback loop) regarding the implementation of the literacy curriculum, grade level literacy TEKS, Neuhaus/Estrellita program from instructional coaches and administrators to promote student mastery of TEKS.	The school administrators and coaches will conduct literacy "Growth Walks" to determine each literacy teachers strength and areas of growth.	Instructional Leadership,Other	11/4/2020	Local (Basic Allotment)	8,000		By June 2021, 100% of the PreK - 5th grade teachers will have a minimum of 15% increase in student mastery of TEKS based on campus based TEKS tracker.
7	Title I	PreK - 5th teachers will receive targeted support via coaching and observation feedback (feedback loop) regarding the implementation of the literacy curriculum, grade level literacy TEKS, Neuhaus/Estrellita program from instructional coaches and administrators to promote student mastery of TEKS.	Based on each literacy teacher's area of growth, tailored professional development and coaching will be implemented.	Instructional Leadership,Other	6/10/2021	Title I	10,000		By June 2021, 100% of the PreK - 5th grade teachers will have a minimum of 15% increase in student mastery of TEKS based on campus based TEKS tracker.
8	Title I	PreK - 5th teachers will receive targeted support via coaching and observation feedback (feedback loop) regarding the implementation of the literacy curriculum, grade level literacy TEKS, Neuhaus/Estrellita program from instructional coaches and administrators to promote student mastery of TEKS.	Classroom observations will be conducted to measure the literacy teachers growth as they receive coaching.	Instructional Leadership	6/18/2021	SCE	4,281		By June 2021, 100% of the PreK - 5th grade teachers will have a minimum of 15% increase in student mastery of TEKS based on campus based TEKS tracker.
9	Title I	PreK - 5th teachers will receive targeted support via coaching and observation feedback (feedback loop) regarding the implementation of the literacy curriculum, grade level literacy TEKS, Neuhaus/Estrellita program from instructional coaches and administrators to promote student mastery of TEKS.	Student data will be analyzed for increase in student mastery as the teachers receive professional development and coaching.	Teacher(s),Other,Data Analyst	6/18/2021	Special Education	839		By June 2021, 100% of the PreK - 5th grade teachers will have a minimum of 15% increase in student mastery of TEKS based on campus based TEKS tracker.
10	LEP	Student progress will be monitored to determine student mastery of literacy skills and literacy TEKS in order to implement targeted student assistance to promote high student mastery.	Student growth will be monitored using weekly and six weeks data trackers from October 2020 to June 2021 to monitor student mastery of skills and TEKS.	Instructional Leadership,Teacher (s),Other,Data Analyst	6/18/2021	Gifted & Talented	108		By June 2021, 70% student mastery of literacy TEKS will increase a minimum of 15% as measured by campus based TEKS tracker.
11	LEP	Student progress will be monitored to determine student mastery of literacy skills and literacy TEKS in order to implement targeted student assistance to promote high student mastery.	Individual student data progress will be shared with students via student data conferences from October 2021 to June 2021.	Teacher(s),Data Analyst	6/18/2021	Title I	6,383		By June 2021, 70% student mastery of literacy TEKS will increase a minimum of 15% as measured by campus based TEKS tracker.

12	LEP	Student progress will be monitored to determine student mastery of literacy skills and literacy TEKS in order to implement targeted student assistance to promote high student mastery.	The data analyst will assist teachers in analyzing student data to create data trackers.	Data Analyst	6/18/2021	Title I	51,000		By June 2021, 70% student mastery of literacy TEKS will increase a minimum of 15% as measured by campus based TEKS tracker.
13	LEP	Student progress will be monitored to determine student mastery of literacy skills and literacy TEKS in order to implement targeted student assistance to promote high student mastery.	Based on student data, student instructional groups will receive targeted support during the instructional day via small groups and push-in from teachers, Title I computer teacher assistant, and tutors.	Principal	6/18/2021	Title I	6,000		By June 2021, 70% student mastery of literacy TEKS will increase a minimum of 15% as measured by campus based TEKS tracker.
14	LEP	Student progress will be monitored to determine student mastery of literacy skills and literacy TEKS in order to implement targeted student assistance to promote high student mastery.	Instructional resources, supplies, and materials (ex. copy paper, poster paper, journals, etc.) will be purchased and used during whole group and targeted group instruction.	Principal	12/11/2020	Title I	25,000		By June 2021, 70% student mastery of literacy TEKS will increase a minimum of 15% as measured by campus based TEKS tracker.

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

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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	34	47	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Math teachers will implement lessons and instructional strategies that demonstrate alignment with TEKS as well as district curriculum as evidenced by 7% increase in student mastery percentage on Math STAAR test.	Math teachers will participate in professional development and coaching that focuses on instructional practices that promote high student mastery in "first teach" of the objectives during September, and October 2020.	Instructional Leadership,Other	11/6/2020	Title I	10,000		By June 2021, math teachers will have a minimum of 7% increase in student mastery of TEKS based on Math STAAR Test 2021.
2 Title I	Math teachers will implement lessons and instructional strategies that demonstrate alignment with TEKS as well as district curriculum as evidenced by 7% increase in student mastery percentage on Math STAAR test.	Teachers will team plan during PLCs and participate in pull-out planning sessions to deconstruct math TEKS and identify effective instructional strategies to implement during lesson delivery.	Instructional Leadership,Teacher (s),Other	6/18/2021	Title I	10,000		By June 2021, math teachers will have a minimum of 7% increase in student mastery of TEKS based on Math STAAR Test 2021.
3 Title I	Math teachers will implement lessons and instructional strategies that demonstrate alignment with TEKS as well as district curriculum as evidenced by 7% increase in student mastery percentage on Math STAAR test.	Teachers will receive targeted support via coaching and observation feedback (feedback loop) regarding the implementation of the math curriculum, grade level math TEKS from instructional coaches and administrators.	Instructional Leadership,Other	6/18/2021	Title I	5,000		By June 2021, math teachers will have a minimum of 7% increase in student mastery of TEKS based on Math STAAR Test 2021.
4 Title I	Math teachers will receive targeted support via coaching and observation feedback (feedback loop) regarding the implementation of the math curriculum, and grade level math TEKS from instructional coaches and administrators to promote high student mastery.	The school administrators and coaches will conduct math "Growth Walks" to determine each math teachers strength and areas of growth.	Instructional Leadership,Other	10/30/2020	Title I	5,000		By June 2021, 100% of the math teachers will have a minimum of 7% increase in student mastery of TEKS based on campus based TEKS tracker.
5 Title I	Math teachers will receive targeted support via coaching and observation feedback (feedback loop) regarding the implementation of the math curriculum, and grade level math TEKS from instructional coaches and administrators to promote high student mastery.	Based on each math teacher's area of growth, tailored professional development and coaching will be implemented.	Instructional Leadership,Other	6/18/2021	Title I	5,000		By June 2021, 100% of the math teachers will have a minimum of 7% increase in student mastery of TEKS based on campus based TEKS tracker.
6 Title I	Math teachers will receive targeted support via coaching and observation feedback (feedback loop) regarding the implementation of the math curriculum, and grade level math TEKS from instructional coaches and administrators to promote high student mastery.	Classroom observations will be conducted to measure the math teachers growth as they receive coaching.	Instructional Leadership,Other	6/18/2021	Title I	7,000		By June 2021, 100% of the math teachers will have a minimum of 7% increase in student mastery of TEKS based on campus based TEKS tracker.

7	Title I	Math teachers will receive targeted support via coaching and observation feedback (feedback loop) regarding the implementation of the math curriculum, and grade level math TEKS from instructional coaches and administrators to promote high student mastery.	Student data will be analyzed for increase in student mastery as the teachers receive professional development and coaching.	Instructional Leadership,Teacher (s),Data Analyst	6/18/2021	Special Education	839		By June 2021, 100% of the math teachers will have a minimum of 7% increase in student mastery of TEKS based on campus based TEKS tracker.
8	Title I	Student progress will be monitored to determine student mastery of math concepts and math TEKS in order to implement targeted student assistance to promote high student mastery.	Student growth will be monitored using weekly and six weeks data trackers from October 2020 to June 2021.	Instructional Leadership,Other	6/18/2021	Gifted & Talented	108		By June 2021, 100% of the math teachers will have a minimum of 7% increase in student mastery of TEKS based on campus based TEKS tracker.
9	Title I	Student progress will be monitored to determine student mastery of math concepts and math TEKS in order to implement targeted student assistance to promote high student mastery.	Individual student data progress will be shared with students via student data conferences.	Instructional Leadership,Teacher(s)	6/18/2021	SCE	3135.		By June 2021, 100% of the math teachers will have a minimum of 7% increase in student mastery of TEKS based on campus based TEKS tracker.
10	Title I	Student progress will be monitored to determine student mastery of math concepts and math TEKS in order to implement targeted student assistance to promote high student mastery.	Based on student data, student instructional groups will receive targeted support during the instructional day via small groups and push-in from teachers, Title I computer lab teacher assistant, and tutors.	Principal	6/18/2021	Title I	50,000		By June 2021, 100% of the math teachers will have a minimum of 7% increase in student mastery of TEKS based on campus based TEKS tracker.
11	Title I	Student progress will be monitored to determine student mastery of math concepts and math TEKS in order to implement targeted student assistance to promote high student mastery.	Instructional resources, supplies, and materials (ex. copy paper, poster paper, journals, etc.) will be purchased and used during whole group and targeted group instruction.	Principal	12/11/2020	Title I	35,000		By June 2021, 100% of the math teachers will have a minimum of 7% increase in student mastery of TEKS based on campus based TEKS tracker.

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: 222 - Davis ES, Clifford

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Community partnerships will increase based on my unique campus needs as measured by the School Profile from	1	2	December 2020
	PBIS - The number of 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease for target student groups from	28	20	June 2021
	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from	85	95	June 2021
	Safe Learning Environment - By November 1, 2020, Personal Protective Equipment (ex. student desk dividers) based on 1:2 student ratio will be purchased for the classrooms in order to provide a sa	360	400	December 2020

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Two area businesses and/or churches will be recruited to serve as a community partners.	Area businesses and churches will be invited to attend an informal meeting. During the meeting, the school will share our campus goals and how community partnerships can assist us in accomplishing our goals	Instructional Leadership, Student Support Services, Other	11/2/2020	Title I	500		By December 2020, two community partners will be added to the school's community partners.
2 Title I	First year teachers and teachers new to our campus will receive Restorative Practices Training.	The district restorative practice specialist will present Restorative Practice training for first year teachers and teachers new to our campus.	Instructional Leadership, Other	11/12/2020	Local (Basic Allotment)	8,000		By June 2021, 100% of the teachers will implement Restorative Practices in order to have a 10% decrease in the number of discipline referrals issued for the school year.
3 Title I	First year teachers and teachers new to our campus will receive Restorative Practices Training.	First year and teachers new to our campus will complete Restorative Practices provided by the district.	Instructional Leadership, Teacher (s), Other	11/12/2020	Local (Basic Allotment)	5,000		By June 2021, 100% of the teachers will implement Restorative Practices in order to have a 10% decrease in the number of discipline referrals issued for the school year.
4 Title I	Teachers will implement Restorative Practices training respect agreement strategies and Circles in all classes in order to decrease the number of discipline referrals.	70% of the teachers will create and respect agreement with the students in their classed. In addition, the teachers will conduct weekly Circle meetings with the students in their classes. October 2020 - June 2021	Instructional Leadership, Teacher (s), Student Support Services, Other	12/11/2020	Local (Basic Allotment)	500		By June 2021, 100% of the teachers will implement Restorative Practices in order to have a 10% decrease in the number of discipline referrals issued for the school year.
5 Title I	Teachers will implement Restorative Practices training respect agreement strategies and Circles in all classes in order to decrease the number of discipline referrals.	One PLC per month will address the following: disciple referrals issued, positive incentives implemented, and counseling / support services referral.	Instructional Leadership, Student Support Services, Other	6/18/2020	Local (Basic Allotment)	500		By June 2021, 100% of the teachers will implement Restorative Practices in order to have a 10% decrease in the number of discipline referrals issued for the school year.

6	Title I	A minimum of 95% of the students will complete the Fitness Gram by June 2021.	The PE teachers will develop and implement a date calendar to schedule each grade level and student for Fitness Gram testing during the testing window.	Teacher(s)	6/11/2021	Local (Basic Allotment)	500		By June 2021, a strategic scheduling plan will be implemented to ensure a minimum of 95% of the students complete the Fitness Gram.
7	Title I	A minimum of 95% of the students will complete the Fitness Gram by June 2021.	A make-up testing schedule will be implemented for students who missed the Fitness Gram during their scheduled date.	Teacher(s)	6/11/2021	Local (Basic Allotment)	100		By June 2021, a strategic scheduling plan will be implemented to ensure a minimum of 95% of the students complete the Fitness Gram.
8	Title I	In order to supplement a 1:2 student ratio for student dividers and 1:1 student face masks, Personal Protective Equipment will be identified and ordered from district approved vendors from October 2020 to June 2021.	PPE will be ordered from approved vendor.	Principal, Other	9/24/2020	Title I	20,000		From October 2020 to June 2021, 1:2 ratio of Personal Protective Equipment will be utilized for the students.
9	Title I	In order to supplement a 1:2 student ratio for student dividers and 1:1 student face masks, Personal Protective Equipment will be identified and ordered from district approved vendors from October 2020 to June 2021.	PPE will be divided and distributed to each class based on enrollment.	Instructional Leadership	10/9/2020	Title I	500		From October 2020 to June 2021, 1:2 ratio of Personal Protective Equipment will be utilized for the students.

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:

