

Fort Worth Independent School District
222 Clifford Davis Elementary School
2023-2024 Improvement Plan



Mission Statement

Mission Statement:

L. Clifford Davis Elementary prioritizes academic excellence and student growth by providing intentional high quality, student-centered, authentic learning experiences.

Vision

Vision: Growing Every Student. Every Day. With Every Opportunity.

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Comprehensive Needs Assessment

Revised/Approved: April 18, 2023

Demographics

Demographics Summary

L. Clifford Davis Elementary opened in the fall of 2002 and is named after the Honorable Judge L. Clifford Davis. We service grades PK-5. Our campus is considered neighborhood school and we have educated generations of families. Our student enrollement has increased over the years and we currently serve around 765 scholars on our campus. L. Clifford Davis Elementary is part of the Mighty Wyatt Nation Pyramid and is proud to see our scholars graduate from Oscar Dean Wyatt.

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. We have about 40 different languages on our campus. Not only is our student demographic diverse, we also have a diverse staff population that is currently growing to service our students. We have staff members that speak Arabic, Spanish, Dari, Farsi, and Pashto. Those staff members operate in different capacities to support our scholars and our community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): During the Fall Semester of the 2022-2023 school year the attendance rate for African American students was 86.69% in comparison to the districts goal of 95% attendance rate. **Root Cause:** System for teachers to contact students with absences, to support building solid, positive relationships not implemented with fidelity with all students in grades PK-5.

Problem Statement 2 (Prioritized): Less than of students made adequate literacy growth as measured by MAP, Core5, Benchmark Assessments, and/or STAAR. **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which students didn't receive literacy instruction in a systematic and intentional way (ELL strategies).

Problem Statement 3 (Prioritized): Diverse community with multiple languages and newcomers has increased the percent of ELL students needing extra support. **Root Cause:** In addition to training not being provided, more than 50% of teachers did not hold ESL certification and strategies not implemented in conjunction with quality Tier I instruction.

Student Learning

Student Learning Summary

Texas Education Agency
2022 Accountability Ratings Overall Summary
CLIFFORD DAVIS EL (220905222) - FORT WORTH ISD - TARRANT COUNTY

. **Accountability Rating Summary**

	Component Score	Scaled Score	Rating
Overall		67	Not Rated: Senate Bill 1365
Student Achievement		47	Not Rated: Senate Bill 1365
STAAR Performance	20	47	
College, Career and Military Readiness			
Graduation Rate			
School Progress		67	Not Rated: Senate Bill 1365
Academic Growth	67	67	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 98.6%)	20	49	Not Rated: Senate Bill 1365
Closing the Gaps	43	68	Not Rated: Senate Bill 1365

Student Learning Strengths

Based on the curriculum adopted by our district, the students at L. Clifford Davis Elementary will be exposed to high, quality, rigorous learning materials. Opportunities to connect learning to real-world

experiences is increasing, as a way to increase student authenticity and parent involvement.. Teachers and students have increased the in-class usage of our technology devices. The progress monitoring process where teachers are intervening, assessing, and tracking student growth and the leadership team is providing constructive feedback is being utilized and redifined to become a more data driven campus. We are also incorporating student and parent conferences into our data protocol to develop a partnership and alignment of performance.

Our NWEA MAP data, demonstates that students are making academic growth, but there is still a gap with grade level performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in third through fifth grades are working below grade levels on Lexia and DreamBox. **Root Cause:** Teachers are not trained or comfortable with scaffolding instruction within high-quality Tier One Instruction.

Problem Statement 2 (Prioritized): Less than of students made adequate literacy growth as measured by MAP, Core5, Benchmark Assessments, and/or STAAR. **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which students didn't receive literacy instruction in a systematic and intentional way (ELL strategies).

Problem Statement 3 (Prioritized): Less than of students made adequate growth in Math as measured by MAP, DreamBox, Benchmark Assessments, and/or STAAR. **Root Cause:** Our diverse population of students enter school with different levels of preparedness,

Problem Statement 4 (Prioritized): Diverse community with multiple languages and newcomers has increased the percent of ELL students needing extra support. **Root Cause:** In addition to training not being provided, more than 50% of teachers did not hold ESL certification and strategies not implemented in conjunction with quality Tier I instruction.

Problem Statement 5: Early identification of struggling students needs to be addressed in order to reduce learning gaps. **Root Cause:** Resources utilized during WIN time (Lexia and DreamBox) were not widely understood or implemented to provided data-driven instruction/student support along with focusing on the end goal when lesson planning.

School Processes & Programs

School Processes & Programs Summary

Through the campus PLC process, teachers have become more knowledgeable in examining student work, collaborating and learning best practice strategies. In addition to campus PLCs, we have participated in delivering model lessons with peer feedback and intentional student engagement opportunities. We have also partnered with other Pyramid Campuses to align instructional best practices.

Weekly PLC's that follow the PLC Cycle

Collaboration through Wyatt Nation PLC

Implementation of teaming system

Saturday Learning Quest

Daily Scheduled interventions

Restorative Practices Professional Development

Partnership with Catholic Charities and Professional Development provided through their entity

De-escalation Professional Development

Clayton YES!

Attendance Restoration

Lesson Tuning Protocol

MHMR Navigator

Girls, Inc

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. There is also a Data Analyst that is working with teachers to utilize data to grow students. During the 2022-23 SY, the Literacy and Math content coaches began supporting the 3rd, 4th, and 5th grade new teachers consistently. Instructional Support provided specifically to Science and hands-on Science Labs incorporated in 5th Grade. 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 redefined the lesson internalization process to accurately gauge instructional support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Opportunities to provide students with leadership experiences and roles was at a minimum. Student ownership of their learning and the school-wide environment not provided. **Root Cause:** Campus Leadership did not establish a system for student leaders and provide ongoing opportunities to expose students to leadership roles.

Problem Statement 2 (Prioritized): Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success not consistently provided. **Root Cause:** Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students. Students have demonstrated some behavior challenges due to trauma and cultural aspects. Ongoing behavior strategies/training for staff not provided.

Problem Statement 3 (Prioritized): Processes and programs such as MTSS and Branching Minds (campus wide) while implemented, is missing intentionality. Early identification of struggling students and documentation of intervention needs to be addressed in order to improve student outcomes. **Root Cause:** Many teachers and staff had not previously been trained and were new to the district/campus/and processes.

Perceptions

Perceptions Summary

L. CLifford Davis is rebuilding its community partnerships by:

Catholic Charities Tutoring/Professional Development

Hosting Family Events

Hosting Fundrasiers

Including Families Teaming Process

Culuminating to showcase student work

Community Events with Goodwill

MHMR Navigator

Our campus was provided an MHMR Navigator to help support the social and emotional needs of our at-risk scholars. This partnersjip has also helped with decreasing our absence rate. Our Family Engagement Specialist and our counselors actively provide resources to parents and incorporate student participation days to continously connect our families. Through donations and partnerships, we have also been able to provide food items, coats, and uniforms for families in need.

Perceptions Strengths

Most students and parents are happy to be at Clifford Davis. Although there are language barriers, parents are able to communicate needs and be supported by staff members. Parents enjoy interacting with the school communitiy and are looking forward continuing to build relationships.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents have shared that they would like to be more involved with the school community. **Root Cause:** Expectation for staff to develop parent partnerships has not been implemented with fidelity.

Problem Statement 2 (Prioritized): Students have shared that they would like to have more extracurricular activities. **Root Cause:** Opportunities for student participation in extracurricular activities are not widespread or pre-planned.

Problem Statement 3 (Prioritized): L. Clifford Davis offered 5 family events for family involvement for the 22-23 school year. 3/5 were Pyramid collaboration events **Root Cause:** A clear system for committees to establish family events or activities was not developed and limited opportunities in activities parents/community members were provided.

Priority Problem Statements

Problem Statement 1: During the Fall Semester of the 2022-2023 school year the attendance rate for African American students was 86.69% in comparison to the districts goal of 95% attendance rate.

Root Cause 1: System for teachers to contact students with absences, to support building solid, positive relationships not implemented with fidelity with all students in grades PK-5.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students in third through fifth grades are working below grade levels on Lexia and DreamBox.

Root Cause 2: Teachers are not trained or comfortable with scaffolding instruction within high-quality Tier One Instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Diverse community with multiple languages and newcomers has increased the percent of ELL students needing extra support.

Root Cause 3: In addition to training not being provided, more than 50% of teachers did not hold ESL certification and strategies not implemented in conjunction with quality Tier I instruction.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: Less than of students made adequate literacy growth as measured by MAP, Core5, Benchmark Assessments, and/or STAAR.

Root Cause 4: Our diverse population of students enter school with different levels of preparedness, which students didn't receive literacy instruction in a systematic and intentional way (ELL strategies).

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: Less than of students made adequate growth in Math as measured by MAP, DreamBox, Benchmark Assessments, and/or STAAR.

Root Cause 5: Our diverse population of students enter school with different levels of preparedness,

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Processes and programs such as MTSS and Branching Minds (campus wide) while implemented, is missing intentionality. Early identification of struggling students and documentation of intervention needs to be addressed in order to improve student outcomes.

Root Cause 6: Many teachers and staff had not previously been trained and were new to the district/campus/and processes.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success not consistently provided.

Root Cause 7: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students. Students have demonstrated some behavior challenges due to trauma and cultural aspects. Ongoing behavior strategies/training for staff not provided.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Parents have shared that they would like to be more involved with the school community.

Root Cause 8: Expectation for staff to develop parent partnerships has not been implemented with fidelity.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Opportunities to provide students with leadership experiences and roles was at a minimum. Student ownership of their learning and the school-wide environment not provided.

Root Cause 9: Campus Leadership did not establish a system for student leaders and provide ongoing opportunities to expose students to leadership roles.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Students have shared that they would like to have more extracurricular activities.

Root Cause 10: Opportunities for student participation in extracurricular activities are not widespread or pre-planned.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: L. Clifford Davis offered 5 family events for family involvement for the 22-23 school year. 3/5 were Pyramid collaboration events

Root Cause 11: A clear system for committees to establish family events or activities was not developed and limited opportunities in activities parents/community members were provided.

Problem Statement 11 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

District Goals

Revised/Approved: June 6, 2023

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 60% to 70% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 63% to 68% by May 2024.

*Increase the percentage of Asian students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 41% to 46% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Circle Phonological Awareness English
Circle Phonological Awareness Spanish

Strategy 1: Improve the quality of Tier I instruction through the implementation of district curriculum and approved resources. Teachers will engage in continuous professional learning on : Creative Curriculum, Reading Academies, Literacy Framework, Amplify and Core 5.

Strategy's Expected Result/Impact: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 60% to 70% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 63% to 68% by May 2024.

*Increase the percentage of Asian students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 41% to 46% by May 2024.

Staff Responsible for Monitoring: Principal

APs

ICs

Data Analyst

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Action Step 1 Details	Reviews			
Action Step 1: Ensure 100% of required teachers/staff enroll, attend, and progress through required foundational and follow-up priority professional learning for literacy (Creative Curriculum) by November 30, 2023 (Fall Semester) and February 28,2024 (Spring Semester). Intended Audience: Pre-K Teachers and TAs Provider / Presenter / Person Responsible: Campus and District Personnel Date(s) / Timeframe: 23-24 School Year Collaborating Departments: Early Learning Delivery Method: TBD	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 27% to 35% by May 2024.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 37% to 45% by May 2024.

*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 31% to 36% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Formative Assessment Data

Core 5

BOY, MOY, EOY MAP Fluency

Strategy 1: Improve the quality of Tier I instruction through the implementation of district curriculum and approved resources. Teachers will engage in continuous professional learning on : Reading Academies, Literacy Framework, Amplify and Core 5.

Strategy's Expected Result/Impact: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 27% to 35% by May 2024.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 37% to 45% by May 2024.

*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 31% to 36% by May 2024.

Staff Responsible for Monitoring: Principal

APs

ICs

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Action Step 1 Details	Reviews			
Action Step 1: Ensure 100% of required teachers/staff enroll, attend, and progress through required foundational and follow-up priority professional learning for literacy (Amplify, Reading Academies, and Core 5), by November 30, 2023 (Fall Semester) and February 28,2024 (Spring Semester). Intended Audience: K-5 Teachers	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Track and monitor enrollment, attendance, and module progress of Reading Academies to ensure 100% of teachers/staff are on track for completion each cycle, and develop a plan to stay on track for participants. Intended Audience: K-3 Teachers Date(s) / Timeframe: Ongoing Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 2: Provide Tier I instructional support through Title I tutors

Strategy's Expected Result/Impact: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 27% to 35% by May 2024.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 37% to 45% by May 2024.

*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 31% to 36% by May 2024.

Staff Responsible for Monitoring: Principal

AP

ICs

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Action Step 1 Details	Reviews			
Action Step 1: Hire Title I Tutors to work with small groups to improve reading data for students. Funding Sources: Tutors for Reading - Title I (211) - 211-11-6117-04E-222-30-510-000000-24F10 - \$25,000, - BEA (199 PIC 25) - 199-11-6127-001-222-25-313-000000 - \$1,309	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 3: Refine and reteach protocols to plan, teach, and drive instruction through data observations. Ensure implementation of a school-wide data system that tracks, analyzes, and responds to students academic needs by engaging staff, students and families.

Strategy's Expected Result/Impact: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 27% to 35% by May 2024.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 37% to 45% by May 2024.

*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 31% to 36% by May 2024.

Staff Responsible for Monitoring: Principal

AP

Data Analyst

IC

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Action Step 1 Details	Reviews			
Action Step 1: Develop a student goal-setting and data cycle system that will allow teachers, students, and parents to set goals and measure and respond to students academic needs. Intended Audience: K-5 Teachers Funding Sources: Staff/Data Analyst - Title I (211) - 211-13-6119-04E-222-30-510-000000-24F10 - \$84,582, Technology for Data Analyst - Title I (211) - 211-13-6396-04E-222-30-510-000000-24F10 - \$1,900	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 4: Purchase IReady to provide additional small group opportunities for students who scored less than 50th percentile on MAP.

Staff Responsible for Monitoring: Admin
ICs

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Action Step 1 Details	Reviews			
Action Step 1: Targeted supports will be provided for students who are performing in the 50th percentile and below. Intended Audience: K-5 Date(s) / Timeframe: August through May Delivery Method: Online Funding Sources: IReady - SCE (199 PIC 24) - 199-11-6396-001-222-24-313-000000- - \$13,090	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 3: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 30% to 45% by May 2024.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 71% to 78% by May 2024.

*Increase the percentage of Economically Disadvantaged students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 70% to 78% by May 2024.

Strategy 1: Ensure that students obtain additional computer literacy skills through the computer lab to support in the effective use of computer based programs and assessments.

Strategy's Expected Result/Impact: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 30% to 45% by May 2024.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 71% to 78% by May 2024.

*Increase the percentage of Economically Disadvantaged students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 70% to 78% by May 2024.

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Action Step 1 Details		Reviews			
Action Step 1: Ensure that K-5 students receive additional technology support, so that they are prepared for online assessments. Intended Audience: K-5 Students Provider / Presenter / Person Responsible: Technology TA Date(s) / Timeframe: Year-long Collaborating Departments: Specials Funding Sources: Staff - Title I (211) - 211-11-6129-04U-222-30-510-000000-24F10 - \$38,055		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 70% to 78% by May 2024.
Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 65% by May 2023.

Strategy 1: Improve the quality of Tier I instruction through the implementation of district curriculum and approved resources. Teachers will engage in continuous professional learning on : Creative Curriculum or Eureka.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math from 70% to 78% by May 2024.
Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 65% by May 2023.

Staff Responsible for Monitoring: Principal
APs
ICs
Data Analyst

Title I:
2.4, 2.6
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Action Step 1 Details		Reviews			
Action Step 1: Hire at least one Title I tutor, to provide individualized instructional support for learners during school September through May to drive student growth. Tutor(s) will target populations to include at-risk, economically disadvantaged, special education		Formative			Summative
		Nov	Jan	Mar	June

<p>and EB students.</p> <p>Intended Audience: K-5 students</p> <p>Provider / Presenter / Person Responsible: Classroom Teachers; Principal; AP; Instructional Coaches</p> <p>Date(s) / Timeframe: September through May</p> <p>Delivery Method: In-person Small Group</p> <p>Funding Sources: Tutors - Title I (211) - 211-11-6117-04E-222-30-510-000000-24F10 - \$15,000</p>				
<div> <div> 0% No Progress </div> <div> 100% Accomplished </div> <div> → Continue/Modify </div> <div> ✗ Discontinue </div> </div>				

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 21% to 26% by May 2024. 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 50% to 55% by May 2024.

Strategy 1: Improve the quality of Tier I instruction through the implementation of district curriculum and approved resources. Teachers will engage in continuous professional learning on : Creative Curriculum or Eureka.

Strategy's Expected Result/Impact: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 21% to 26% by May 2024. 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 50% to 55% by May 2024.

Staff Responsible for Monitoring: Principal
APs
ICs
Data Analyst

Title I:
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Action Step 1 Details		Reviews			
Action Step 1: Provide 30 minutes of accelerated instruction (WIN Time) at least 3 times per week embedded within the school day. Students will engage in math instruction using targeted small group instruction. Intended Audience: K-5 Students Provider / Presenter / Person Responsible: Teachers, Instructional Coaches, Administration		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>					

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.





School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 44% to 55% by May 2024.
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 33% to 40% by May 2024.

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework. Develop PLC system that models high-quality Tier One Instruction and assesses student work.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 44% to 55% by May 2024.
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 33% to 40% by May 2024.

- Title I:**
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Action Step 1 Details		Reviews			
Action Step 1: Provide access to instructional resources for students Funding Sources: Instructional Supplies - Title I (211) - 211-11-6399-04E-222-30-510-000000-24F10 - \$15,000		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Student learning will be demonstrated on display boards throughout the building and updated every three weeks. Intended Audience: Parents K-5 Students Community Partners Provider / Presenter / Person Responsible: Teachers ICs Admin Date(s) / Timeframe: August through May	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 22% to 26% by May 2024.

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 17% to 23% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR
Benchmark Assessments
MAP Data

Strategy 1: Lesson internalization process for Amplify will be refined to provide high quality Tier 1 lessons that will include student to student discourse, small group instruction formative assessments, and ELL strategies.

Strategy's Expected Result/Impact: Increased academic achievement

Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Coaches; Teachers

ESF Levers:
Lever 5: Effective Instruction

Action Step 1 Details		Reviews			
Action Step 1: Teachers will follow the lesson tuning cycle and include a component to unpack the TEKS, identify prerequisites, determine pre/ post and common assessments, analyze data/student work, set data parameters for intervention and extension and track student growth. Intended Audience: K-5 Students Provider / Presenter / Person Responsible: Admin ICs Data Analyst Date(s) / Timeframe: August through May		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					





District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 15% to 20% by May 2024.

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 5% to 10% by May 2024.

Strategy 1: Lesson internalization process for Eureka will be refined to provide high quality Tier 1 lessons that will include student to student discourse, small group instruction formative assessments, and ELL strategies.

- Strategy's Expected Result/Impact:** Increased academic achievement
- Staff Responsible for Monitoring:** Principal; Assistant Principal; Instructional Coaches; Teachers
- ESF Levers:**
 - Lever 5: Effective Instruction
- Problem Statements:** Demographics 3 - Student Learning 1, 4

Action Step 1 Details		Reviews			
Action Step 1: Teachers will follow the lesson tuning cycle and include a component to unpack the TEKS, identify prerequisites, determine pre/ post and common assessments, analyze data/student work, set data parameters for intervention and extension and track student growth. Intended Audience: K-5 Students Provider / Presenter / Person Responsible: Admin ICs Data Analyst Date(s) / Timeframe: August through May		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Diverse community with multiple languages and newcomers has increased the percent of ELL students needing extra support. Root Cause: In addition to training not being provided, more than 50% of teachers did not hold ESL certification and strategies not implemented in conjunction with quality Tier I instruction.

Student Learning

Problem Statement 1: Students in third through fifth grades are working below grade levels on Lexia and DreamBox. **Root Cause:** Teachers are not trained or comfortable with scaffolding instruction within high-quality Tier One Instruction.

Problem Statement 4: Diverse community with multiple languages and newcomers has increased the percent of ELL students needing extra support. **Root Cause:** In addition to training not being provided, more than 50% of teachers did not hold ESL certification and strategies not implemented in conjunction with quality Tier I instruction.

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

School Performance Objective 1: Decrease the number and percentage of chronically absent students from (below 90% attendance) from 25% to 15% by May 2024.
Increase total campus attendance rate from 92% to 95% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: ADQ Attendance Data
Data Dashboard
Focus

Strategy 1: Campus Attendance Committee will follow attendance procedures and review all students who fall below 90% each 6 weeks.

Strategy's Expected Result/Impact: Decrease the number and percentage of chronically absent students from (below 90% attendance) from 25% to 15% by May 2024.
Increase total campus attendance rate from 92% to 95% by May 2024.

Staff Responsible for Monitoring: Principal
AP
CAC
SST

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: By August 31st, identify CAC members, and outline routine meeting schedule dates and/times with protocols .	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategy 2: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement , decrease behavior and discipline incidents, and improve school climate and culture

Strategy's Expected Result/Impact: Decrease the number and percentage of chronically absent students from (below 90% attendance) from 25% to 15% by May 2024.
 Increase total campus attendance rate from 92% to 95% by May 2024.
 Improve daily attendance rates, increase parent/school engagement , decrease behavior and discipline incidents, and improve school climate and culture.

Staff Responsible for Monitoring: Principal
 AP
 CAC
 SST

Title I:
 2.4, 2.6, 4.2
- TEA Priorities:
 Improve low-performing schools
- ESF Levers:
 Lever 1: Strong School Leadership and Planning
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: By August 1st, develop a calendar with attendance incentives for each 6 weeks, in addition to the daily perfect attendance announcement. Intended Audience: Students Provider / Presenter / Person Responsible: Principal AP CAC Date(s) / Timeframe: Each 6 weeks Funding Sources: Incentives - Title I (211) - 211-11-6499-04E-222-30-510-000000-24F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: During the Fall Semester of the 2022-2023 school year the attendance rate for African American students was 86.69% in comparison to the districts goal of 95% attendance rate. Root Cause: System for teachers to contact students with absences, to support building solid, positive relationships not implemented with fidelity with all students in grades PK-5.

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

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from by 10% by May 2024.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) by 10% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Focus
ADQ

Strategy 1: Align and leverage programs, resources to decrease behavior and discipline incidents, and improve school climate and culture.

Title I:

2.5

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Lower discipline referrals through campus point system and incentives Date(s) / Timeframe: Every 6 weeks Funding Sources: Incentives - Title I (211) - 211-11-6499-04E-222-30-510-000000-24F10 - \$3,258.73				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Opportunities to provide students with leadership experiences and roles was at a minimum. Student ownership of their learning and the school-wide environment not provided. Root Cause: Campus Leadership did not establish a system for student leaders and provide ongoing opportunities to expose students to leadership roles.

Perceptions

Problem Statement 1: Parents have shared that they would like to be more involved with the school community. **Root Cause:** Expectation for staff to develop parent partnerships has not been implemented with fidelity.

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

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 12% to 7% by May 2024.





Strategy 1: Campus Teaming System will ensure collaboration and community building. Students will participate in Morning Meetings. Staff will participate in a book study to increase climate and culture.

Strategy's Expected Result/Impact: 100% of students and teachers will participate in daily morning meetings to implement restorative practices and community.

Staff Responsible for Monitoring: Admin
ICs
Counselors
Team Lead

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2

Action Step 1 Details		Reviews			
Action Step 1: Staff will participate in a book study to support building a positive school climate and culture. Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin IC Counselors Date(s) / Timeframe: Aug. 2023- May 2024 Delivery Method: Face to Face Grade-Level Teams Virtual Funding Sources: Professional Development Book - Title I (211) - 211-13-6329-04E-222-30-510-000000-24F10 - \$1,100		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 2: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success not consistently provided. **Root Cause:** Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students. Students have demonstrated some behavior challenges due to trauma and cultural aspects. Ongoing behavior strategies/training for staff not provided.

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

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from by 15% by May 2024.

Evaluation Data Sources: Parent Surveys
Documentation of Parent Involvement

Strategy 1: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from Aug 2023 to May 2024.

Strategy's Expected Result/Impact: Positive School Climate and Culture

Title I:

4.1, 4.2

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Action Step 1 Details	Reviews			
Action Step 1: By August 1st, identify at least 3 family engagement events to host this school year. Funding Sources: Supplies and materials - Title I (211) - 211-61-6399-04L-222-30-510-000000-24F10 - \$3,000, Supplies and materials - Parent Engagement - 211-61-6399-04L-222-30-510-000000-24F10 - \$3,786	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Develop a communication and promotion plan for targeted activities and events for the school year, and obtain feedback after each event to monitor event attendance data and stakeholder feedback for refinement.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	1	Tutors for Reading	Tutors with degree or certified	211-11-6117-04E-222-30-510-000000-24F10	\$25,000.00
1	2	3	1	Technology for Data Analyst	Technology for data analyst	211-13-6396-04E-222-30-510-000000-24F10	\$1,900.00
1	2	3	1	Staff/Data Analyst	Data Analyst	211-13-6119-04E-222-30-510-000000-24F10	\$84,582.00
1	3	1	1	Staff	Computer Lab Assistant	211-11-6129-04U-222-30-510-000000-24F10	\$38,055.00
2	1	1	1	Tutors	Tutors with degree or certified	211-11-6117-04E-222-30-510-000000-24F10	\$15,000.00
2	3	1	1	Instructional Supplies	Supplies and materials for instructional use	211-11-6399-04E-222-30-510-000000-24F10	\$15,000.00
4	1	2	1	Incentives	Snacks or incentives for students	211-11-6499-04E-222-30-510-000000-24F10	\$2,000.00
4	2	1	1	Incentives	Snacks or incentives for students	211-11-6499-04E-222-30-510-000000-24F10	\$3,258.73
4	3	1	1	Professional Development Book	Reading materials for professional development	211-13-6329-04E-222-30-510-000000-24F10	\$1,100.00
4	4	1	1	Supplies and materials	Supplies and materials for parental involvement	211-61-6399-04L-222-30-510-000000-24F10	\$3,000.00
Sub-Total							\$188,895.73
Budgeted Fund Source Amount							\$188,895.73
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	4	1	IReady	Technology for instructional use	199-11-6396-001-222-24-313-000000-	\$13,090.00
Sub-Total							\$13,090.00
Budgeted Fund Source Amount							\$13,090.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Supplies and materials	Supplies and materials for parental involvement	211-61-6399-04L-222-30-510-000000-24F10	\$3,786.00
Sub-Total							\$3,786.00
Budgeted Fund Source Amount							\$3,786.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	1		Tutors without degree	199-11-6127-001-222-25-313-000000	\$1,309.00
Sub-Total							\$1,309.00
Budgeted Fund Source Amount							\$1,309.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$187.00
+/- Difference							\$187.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$2,980.00
+/- Difference							\$2,980.00
Grand Total Budgeted							\$210,247.73
Grand Total Spent							\$207,080.73
+/- Difference							\$3,167.00

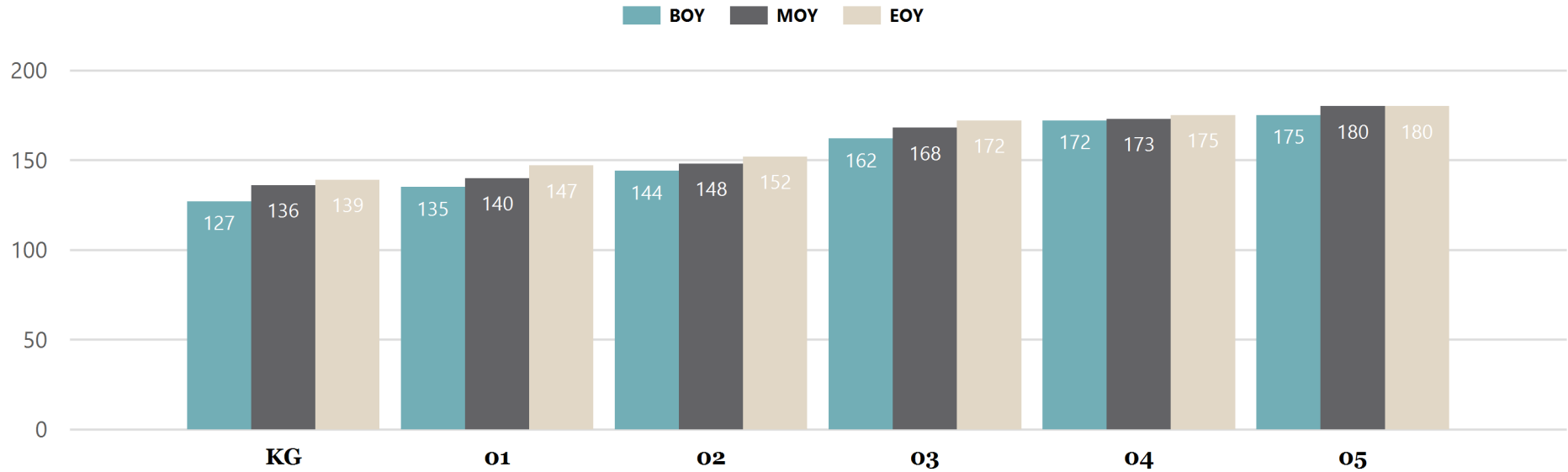
Addendums



MAP Growth - Reading English

End of Year 2022-23
222 - Clifford Davis ES

Average RIT Score by Grade Level



EOY National Norm Mean RIT Scores	
KG	153
01	171
02	186
03	197
04	205
05	211
06	215
07	218
08	222

Grade Level	BOY		MOY		EOY		BOY-to-EOY
	N Tested	Avg RIT	N Tested	Avg RIT	N Tested	Avg RIT	Diff Avg RIT
KG	64	127	74	136	79	139	12
01	112	135	98	140	93	147	12
02	119	144	119	148	126	152	8
03	125	162	110	168	114	172	10
04	111	172	107	173	114	175	3
05	127	175	124	180	128	180	5
All	658	155	632	160	654	163	8

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

Results for groups with < 10 testers not included; includes Alg I

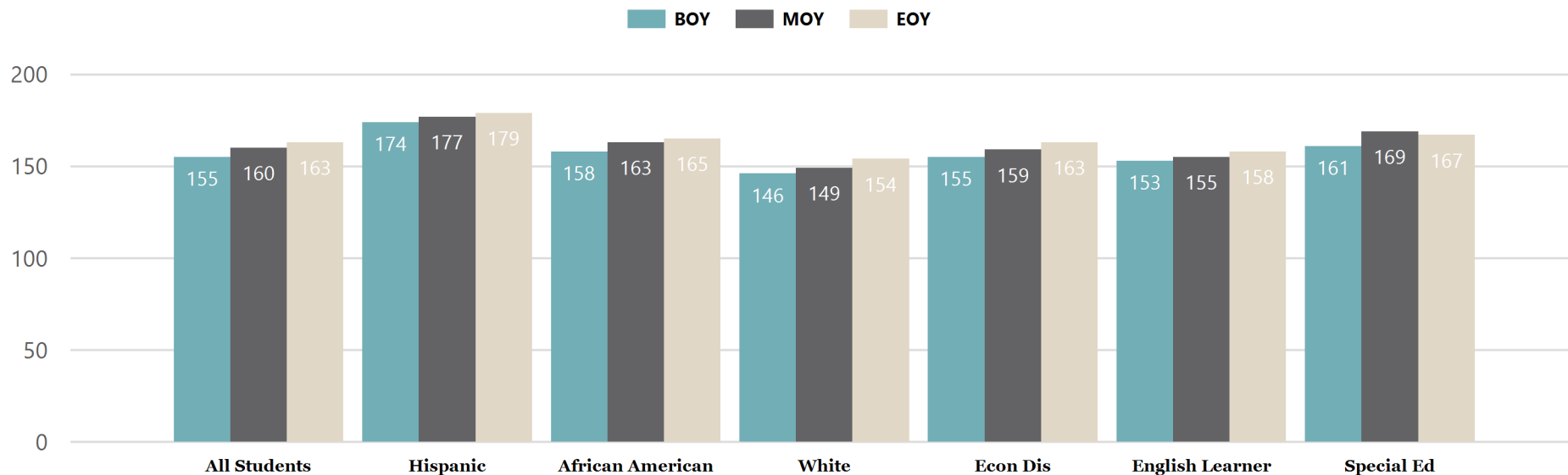




MAP Growth - Reading English

End of Year 2022-23
222 - Clifford Davis ES

Average RIT Score by Student Group



EOY National Norm Mean RIT Scores	
KG	153
01	171
02	186
03	197
04	205
05	211
06	215
07	218
08	222

Student Group	BOY		MOY		EOY		BOY-to-EOY
	N Tested	Avg RIT	N Tested	Avg RIT	N Tested	Avg RIT	Diff Avg RIT
All Students	658	155	632	160	654	163	8
Hispanic	88	174	88	177	90	179	5
African American	303	158	281	163	295	165	7
White	104	146	94	149	93	154	8
Econ Dis	640	155	623	159	644	163	8
English Learner	357	153	407	155	430	158	5
Special Ed	32	161	32	169	36	167	6

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

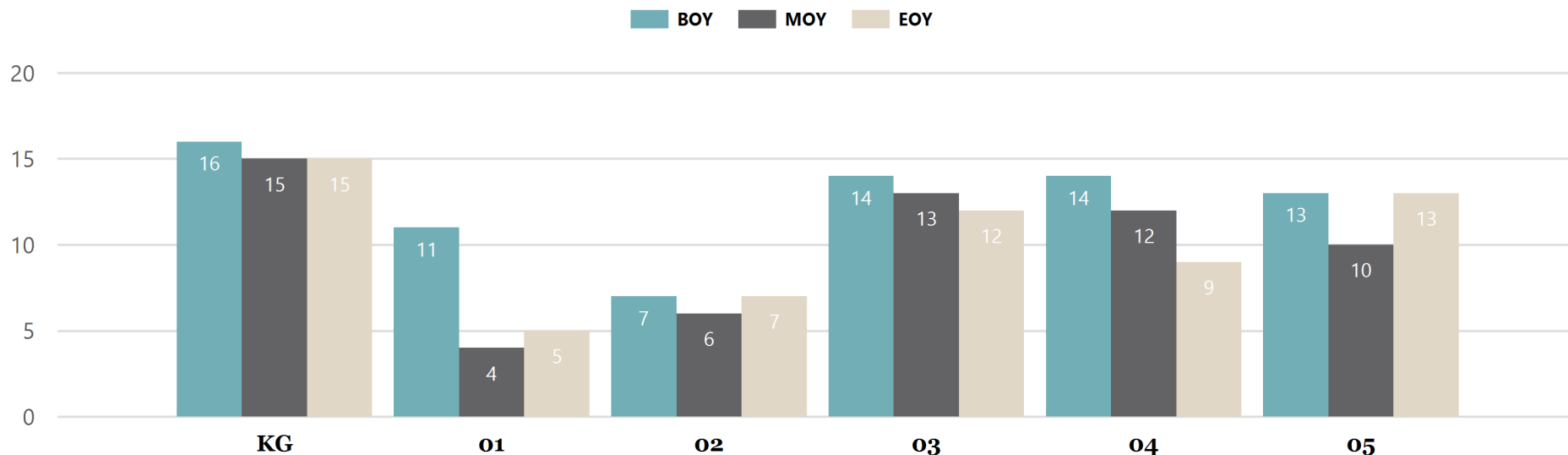
Results for groups with <10 testers not included; includes Alg I



MAP Growth - Reading English

End of Year 2022-23
222 - Clifford Davis ES

Percent Met RIT Score Norm by Grade Level



EOY National Norm Mean RIT Scores	
KG	153
01	171
02	186
03	197
04	205
05	211
06	215
07	218
08	222

	BOY			MOY			EOY			BOY-to-EOY	
Grade Level	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT
KG	64	127	16	74	136	15	79	139	15	-1	12
01	112	135	11	98	140	4	93	147	5	-6	12
02	119	144	7	119	148	6	126	152	7	0	8
03	125	162	14	110	168	13	114	172	12	-2	10
04	111	172	14	107	173	12	114	175	9	-5	3
05	127	175	13	124	180	10	128	180	13	0	5
All	658	155	12	632	160	10	654	163	10	-2	8

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

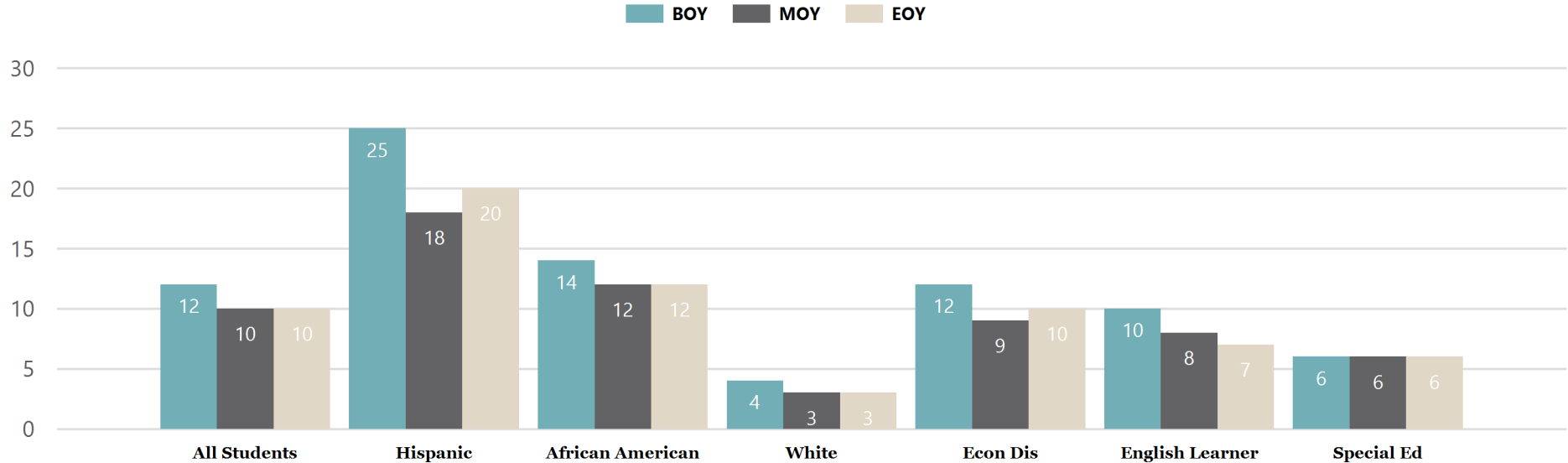
Results for groups with < 10 testers not included; includes Alg I



MAP Growth - Reading English

End of Year 2022-23
222 - Clifford Davis ES

Percent Met RIT Score Norm by Student Group



EOY National Norm Mean RIT Scores	
KG	153
01	171
02	186
03	197
04	205
05	211
06	215
07	218
08	222

Student Group	BOY			MOY			EOY			BOY-to-EOY	
	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT
All Students	658	155	12	632	160	10	654	163	10	-2	8
Hispanic	88	174	25	88	177	18	90	179	20	-5	5
African American	303	158	14	281	163	12	295	165	12	-2	7
White	104	146	4	94	149	3	93	154	3	-1	8
Econ Dis	640	155	12	623	159	9	644	163	10	-2	8
English Learner	357	153	10	407	155	8	430	158	7	-3	5
Special Ed	32	161	6	32	169	6	36	167	6	0	6

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

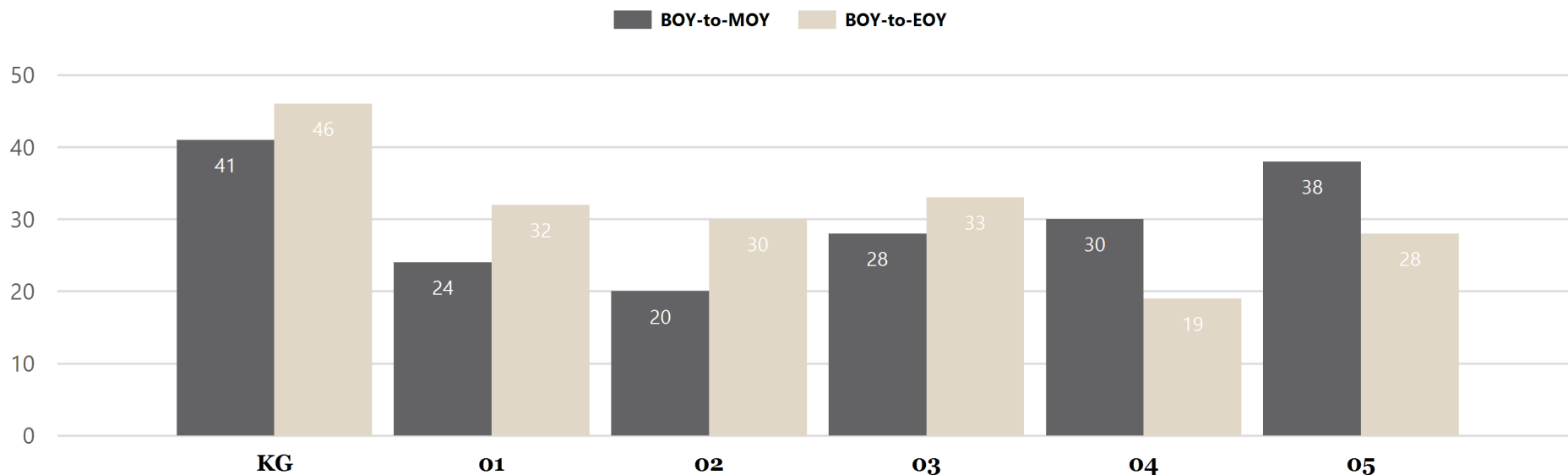
Results for groups with < 10 testers not included; includes Alg I



MAP Growth - Reading English

End of Year 2022-23
222 - Clifford Davis ES

Percent Met BOY-to-EOY Projected Growth by Grade Level



Grade Level	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
KG	56	41	48	46
01	85	24	73	32
02	94	20	89	30
03	98	28	89	33
04	89	30	89	19
05	104	38	100	28
All	526	30	488	30

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

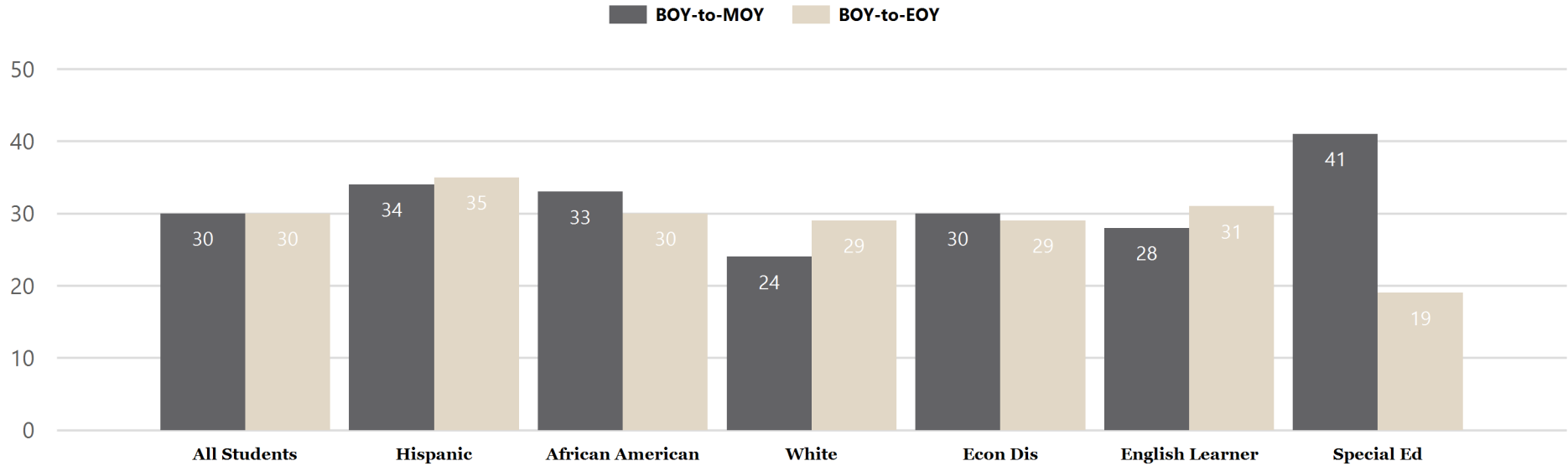
Results for groups with < 10 testers not included; includes Alg I



MAP Growth - Reading English

End of Year 2022-23
222 - Clifford Davis ES

Percent Met BOY-to-EOY Projected Growth by Student Group



Student Group	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
All Students	526	30	488	30
Hispanic	83	34	80	35
African American	239	33	224	30
White	75	24	70	29
Econ Dis	517	30	479	29
English Learner	333	28	299	31
Special Ed	29	41	27	19

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

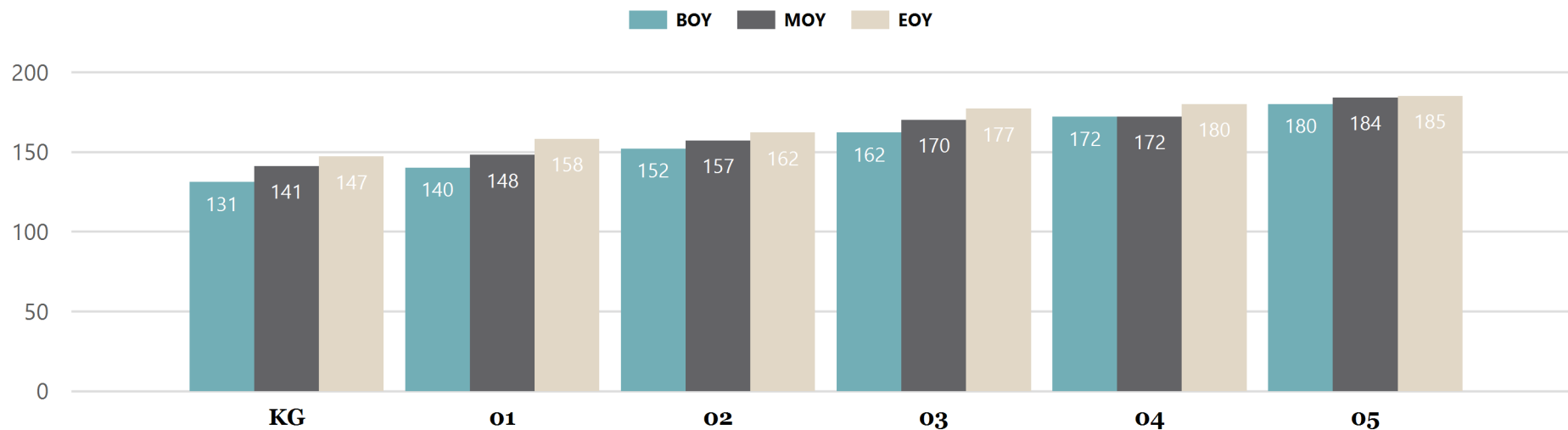
Results for groups with < 10 testers not included; includes Alg I



MAP Growth - Math

End of Year 2022-23
222 - Clifford Davis ES

Average RIT Score by Grade Level



EOY National Norm Mean RIT Scores	
KG	157
01	176
02	189
03	201
04	211
05	219
06	223
07	227
08	230
Alg I	237

Grade Level	BOY		MOY		EOY		BOY-to-EOY Diff Avg RIT
	N Tested	Avg RIT	N Tested	Avg RIT	N Tested	Avg RIT	
KG	73	131	86	141	94	147	16
01	124	140	114	148	113	158	18
02	119	152	122	157	128	162	10
03	124	162	113	170	111	177	15
04	111	172	108	172	111	180	8
05	127	180	126	184	129	185	5

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

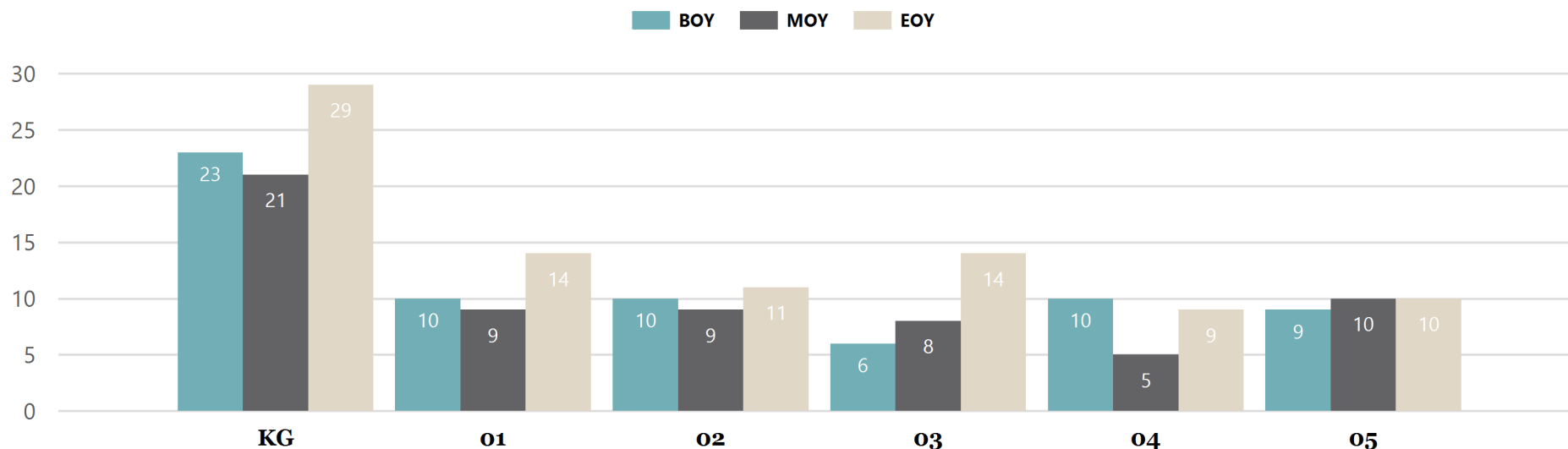
Results for groups with <10 testers not included; includes Alg I



MAP Growth - Math

End of Year 2022-23
222 - Clifford Davis ES

Percent Met RIT Score Norm by Grade Level



EOY National Norm Mean RIT Scores	
KG	157
01	176
02	189
03	201
04	211
05	219
06	223
07	227
08	230
Alg I	237

Grade Level	BOY			MOY			EOY			BOY-to-EOY	
	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	N Tested	Avg RIT	% Met Grade Norm	Diff % Met Grade Norm	Diff Avg RIT
KG	73	131	23	86	141	21	94	147	29	-2	16
01	124	140	10	114	148	9	113	158	14	-1	18
02	119	152	10	122	157	9	128	162	11	-1	10
03	124	162	6	113	170	8	111	177	14	2	15
04	111	172	10	108	172	5	111	180	9	-5	8
05	127	180	9	126	184	10	129	185	10	1	5

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

Results for groups with < 10 testers not included; includes Alg I

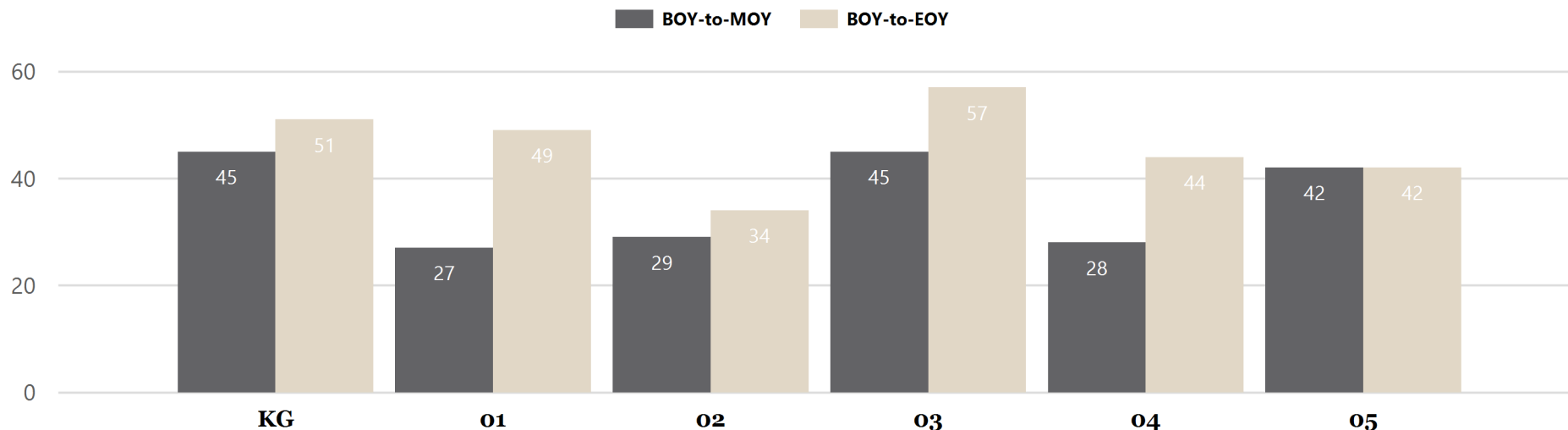




MAP Growth - Math

End of Year 2022-23
222 - Clifford Davis ES

Percent Met BOY-to-EOY Projected Growth by Grade Level



Grade Level	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
KG	67	45	61	51
01	99	27	89	49
02	97	29	91	34
03	99	45	87	57
04	90	28	88	44
05	106	42	99	42

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

Results for groups with < 10 testers not included; includes Alg I

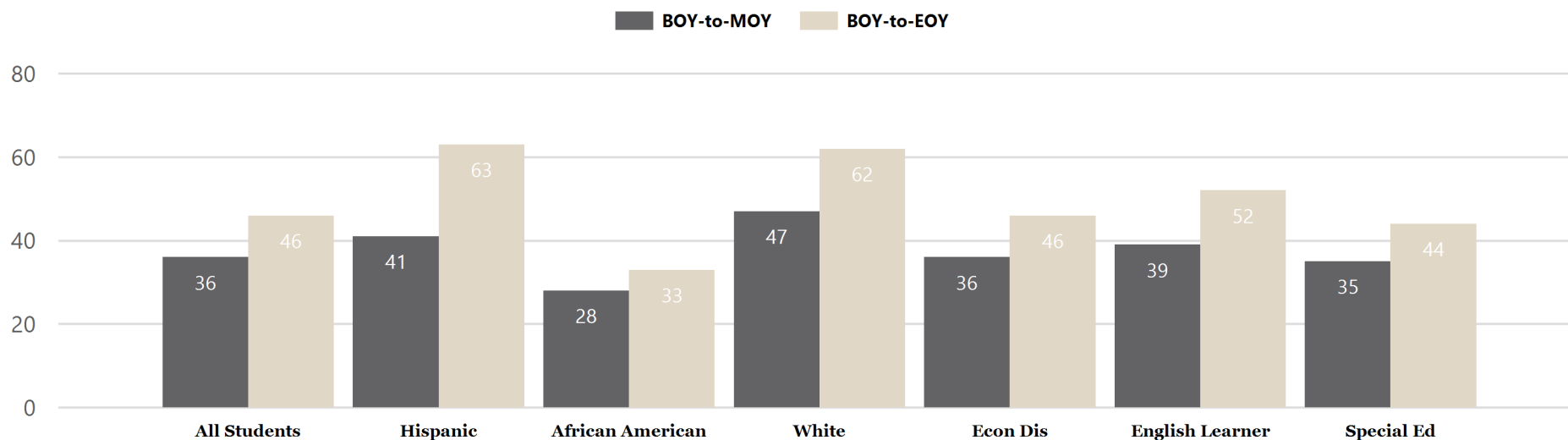




MAP Growth - Math

End of Year 2022-23
222 - Clifford Davis ES

Percent Met BOY-to-EOY Projected Growth by Student Group



Student Group	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
All Students	558	36	515	46
Hispanic	108	41	104	63
African American	243	28	227	33
White	76	47	69	62
Econ Dis	549	36	506	46
English Learner	357	39	322	52
Special Ed	31	35	27	44

This is a summary report only. For more detailed and instructionally-relevant data, please access NWEA MAP reports via ClassLink.

Results for groups with < 10 testers not included; includes Alg I





Fort Worth Independent School District Texas Kindergarten Entry Assessment (TX-KEA) Campus Reports 2022-2023

222	CLIFFORD DAVIS EL	WAVE 1								
			Out of Range		Needs Support		Monitor		On Track	
Language	Category	# Tested	#	%	#	%	#	%	#	%
English	Blending	55	0	0%	37	67%	1	2%	17	31%
	Decoding	60	0	0%	48	80%	5	8%	7	12%
	Emotional- Management	35	0	0%	5	14%	2	6%	28	80%
	Letter Names	62	0	0%	33	53%	4	6%	25	40%
	Letter Sounds	60	0	0%	37	62%	3	5%	20	33%
	Listening Comprehension	59	0	0%	41	69%	7	12%	11	19%
	Math	58	0	0%	51	88%	2	3%	5	9%
	Spelling	45	0	0%	20	44%	7	16%	18	40%
	Vocabulary	62	0	0%	47	76%	4	6%	11	18%

21-22 Wave 1 to 22-23 Wave 1		Where were we in 2021-2022?		Top Categories 22-23 Wave 1	
Vocabulary Diff		<p>Math: 18, 29, 21 Vocabulary: 49, 36, 32</p>		<p>0 20 40 60 80 100</p>	
Math Diff					
		Bottom Categories 22-23 Wave 1		<p>0 20 40 60 80 100</p>	

*Trend lines require values for all waves.



**Fort Worth Independent School District
Texas Kindergarten Entry Assessment (TX-KEA)
Campus Reports
2022-2023**

222	CLIFFORD DAVIS EL	WAVE 1								
			Out of Range		Needs Support		Monitor		On Track	
Language	Category	# Tested	#	%	#	%	#	%	#	%
Spanish	Blending	12	0	0%	1	8%	3	25%	8	67%
	Decoding	12	0	0%	9	75%	0	0%	3	25%
	Emotional- Management	12	0	0%	1	8%	0	0%	11	92%
	Letter Names	12	0	0%	2	17%	0	0%	10	83%
	Letter Sounds	12	0	0%	1	8%	1	8%	10	83%
	Listening Comprehension	12	0	0%	2	17%	0	0%	10	83%
	Math	12	0	0%	4	33%	0	0%	8	67%
	Spelling	12	0	0%	2	17%	1	8%	9	75%
	Vocabulary	12	0	0%	2	17%	0	0%	10	83%
21-22 Wave 1 to 22-23 Wave 1		Where were we in 2021-2022?					Top Categories 22-23 Wave 1			
Vocabulary Diff		<p>Math: 38, 0, 56 Vocabulary: 79, 91, 75</p>					<p>0 20 40 60 80 100</p>			
Math Diff										
							Bottom Categories 22-23 Wave 1			
							<p>0 20 40 60 80 100</p>			

*Trend lines require values for all waves.



Fort Worth Independent School District

CIRCLE Progress Monitoring Pre-K

Campus Reports

2022-2023

As of:
5/11/2023

222	CLIFFORD DAVIS EL	Wave 3								
			Out of Range		Needs Support		Monitor		On Track	
Language	Category	# Tested	#	%	#	%	#	%	#	%
English	Alliteration	46	0	0%	30	65%	0	0%	16	35%
	Approaches to Learning	36	0	0%	10	28%	0	0%	26	72%
	Book and Print Knowledge	35	0	0%	12	34%	0	0%	23	66%
	Counting Sets	44	0	0%	13	30%	0	0%	31	70%
	Early Writing	46	0	0%	10	22%	0	0%	36	78%
	Letter Sounds	44	0	0%	11	25%	0	0%	33	75%
	Listening	35	0	0%	20	57%	0	0%	15	43%
	Math	46	0	0%	14	30%	0	0%	32	70%
	Motivation to Read	36	0	0%	9	25%	0	0%	27	75%
	Number Discrimination	46	0	0%	10	22%	0	0%	36	78%
	Number Naming	46	0	0%	12	26%	0	0%	34	74%
	Onset-Rime	46	0	0%	17	37%	0	0%	29	63%
	Operations	43	0	0%	24	56%	0	0%	19	44%
	Phonological Awareness	48	0	0%	19	40%	0	0%	29	60%
	Physical Development	36	0	0%	6	17%	0	0%	30	83%
	Rapid Letter Naming	48	0	0%	15	31%	0	0%	33	69%
	Rapid Vocabulary	47	0	0%	29	62%	0	0%	18	38%
	Rhyming I	44	0	0%	27	61%	0	0%	17	39%
	Rhyming II	41	0	0%	24	59%	0	0%	17	41%
	Rote Counting	46	0	0%	19	41%	0	0%	27	59%
	Science	20	0	0%	11	55%	0	0%	9	45%
	Shape Discrimination	45	0	0%	7	16%	0	0%	38	84%
	Shape Naming	46	0	0%	15	33%	0	0%	31	67%
	Social Studies	20	0	0%	11	55%	0	0%	9	45%
	Social-Emotional	43	0	0%	8	19%	0	0%	35	81%
	Speech Production	43	0	0%	14	33%	0	0%	29	67%
	Story Retelling	34	0	0%	12	35%	0	0%	22	65%
	Syllabication	48	0	0%	17	35%	0	0%	31	65%
	Words in a sentence	44	0	0%	24	55%	0	0%	20	45%

*Out of range: indicates raw score or date of birth is outside of the norm; Difference calculations require values for the current and prior school year; Trend lines require values for all waves.



Fort Worth Independent School District

CIRCLE Progress Monitoring Pre-K

Campus Reports

2022-2023

As of:
5/11/2023

21-22 Wave 3 to 22-23 Wave 3	Where were we 2021-2022 ?	Top Categories 22-23 Wave 3
Phonological Awareness Diff	<div> <div>Math</div> <div>Phonological Awareness</div> </div>	
Math Diff		Bottom Categories 22-23 Wave 3