



**Campus  
Principal:**

No Graduation  
 No Attendance  
 No Discipline  
 Yes Instruction  
 Yes Curriculum  
 Yes Student Data

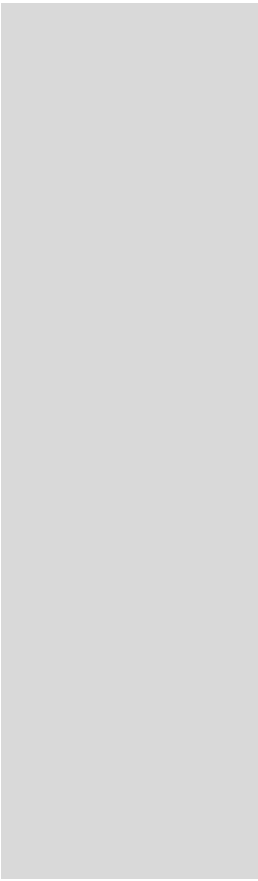
No Feeder Pattern Analysis  
 No Cohort Analysis  
 No Support Systems  
 Yes Intervention Services  
 No Dropout Identification  
 Yes Achievement Gap

Yes Data Accuracy  
 Yes Surveys  
 No Fund Balance  
 No Recruit & Retain Quality Staff  
 No VOC-Customer Feedback  
 No Other - enter data source here

1. Our campus is diverse: African American - 35%, Hispanic -30%, White- 5%, and Asia - 30%.
2. There are about 39 different languages spoken by the students at our school.

1. Teachers need to continue to develop differentiation of instruction for ELL students, African American students and Economically Disadvantaged students.
2. Teachers need to continue to focus implementing ELPS strategies in all content

1. Professional Learning Opportunites and PLCs will focus on contined learning opportunities that address differentiation of instruction and small group instruction.
2. Professional Learning Opportunites and PLCs will focus on contined learnin



1.

Summary by Fund Source

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

Compensatory Education Fund - FTEs



2016-17 CEIP for 222-Clifford Davis ES

Tier I Instruction Action Plan  
 Leadership Director: Shawn Buchanan

Principal: Pamela Henderson

|                       |  |
|-----------------------|--|
| <b>District</b>       | Goal: 1. Increase Student Achievement  |
| <b>Strategic Plan</b> | Objective: 1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy |
| <b>Alignment</b>      | Strategy: 1.1 Ensure all students have access to rigorous, challenging, and differentiated instruction<br>Measure: a-10                        |

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

| Title I Components | PBMAS | Alignment   |              | Expectations          |              |             |               | Comments (+ / ) |      |
|--------------------|-------|---|--------------|-----------------------|--------------|-------------|---------------|-----------------|------|
|                    |       | Implementation  | Action Steps | Person(s) Responsible | Timeline     | PD Code     | Budget Source |                 | Amnt |
| 1 & 4              | ESL   | Teachers will identify the content standards and utilize them |              | Administrators        | Sept. 2016 - | Faculty Mgt | Local         | \$100.00        |      |
| 1 & 4              | ESL   | Teachers will delivery lessons that promote student           |              | Administrators        | Sept. 2016   | PLC         | Local         | \$50.00         |      |
| 1 & 4              | ESL   | Teachers will utilize informal and formal assessments to      |              | Administrators        | Sept. 2016 - | Faculty     | Local         | \$50.00         |      |
|                    |       |   |              |                       |              |             |               |                 |      |
|                    |       |   |              |                       |              |             |               |                 |      |
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|                    |       |   |              |                       |              |             |               |                 |      |

**Opportunity** Progress Monitoring Schedule: **BOY** (August 22 - November 4) **MOY** (November 7 - February 24) **EOY** (February 27 - June 2)







2016-17 CEIP for 222-Clifford Davis ES

Campus Needs Assessment Action Plan

Principal: Principal: Pamela Henderson

Leadership Director: Shawn Buchanan

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

|              |  |
|--------------|--|
| <b>Focus</b> | Professional Learning Communities, Grade Level Planning Meetings, and Content Team Meetings will be conducted consistently in order to increase student achievement. |
|--------------|--|

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