

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 130 - Beal ES, Harlean

Principal: Adair, Jodie

Executive Director: Todd Koppes

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 2019.

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 2019.

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 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 96.1

Special Education: 6.3

Dual Language/ESL: 47.3

Gifted and Talented: 9.6

Career and Technology: 0

Percentage of at-risk students: 78.3

Percentage of English Language (EL) students: 39.7

Percentage of economically disadvantage students: 96.6

2019-2020 Campus Site-Based Committee

Name	Role
Sylvia Light	Teacher
Stefanie Clay Morgan	Teacher
Rhea Zanti	Teacher
Tanya Sides	Teacher
Paula Nevil-Tatum	Campus Non-Teacher Professional
Verlinda Pierce	District Level Staff
Delltra Siphon Lewis	Other
Jodie Courtade	Principal
Thelma Morales	Parent
Blu Martin	Parent
Krystal Crenshaw	Parent
Emma Crenshaw	Community Representative
Michael Hardrick	Business Representative
Tiffany Haynes	Additional Representative Appointment

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Beal ES, Harlean. The 85th Texas Legislature passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2019-2020, 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 56	63 - Met Standard
Domain 2: School Progress 60	
Domain 3: Closing The Gaps 70	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2019-2020 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

Yes 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 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	1. Attendance rate for year is 95.3%- less than 10% of students are considered chronic absentees	1. SEL support - based on Review 360-152 (54.4%) of 932 behaviors listed as failure to follow directions and 119 (41%) of 932 behaviors listed as off task.	1. Lesson plan and delivery - Ensuring that a minimum of 4 out of 5 lessons per subject, planned weekly, include a demonstration of learning that aligns to the objective. Also, ensure that DOL is monitored for student mastery.
	2. Mobility rate is 17.7% - students maintain consistent enrollment	2.	2. School culture - Increase parent participation, increase student ownership of learning while incorporating leadership opportunities, and planned teacher appreciation events incorporated throughout the year.
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Student Achievement	1. Schoolwide (PK-5) utilization of student data folders to track student achievement on fundamental grade level skills utilized	1. Students meeting grade level expectations for 17-18 STAAR in Reading 31%, Writing 10%, And Math 27%.	12.
	2. Tracking of students literacy levels in all grades. K-2 utilized F & P. 2nd - 5th utilized Achieve 3000.	2. Students meeting grade level expectation for 18-19 STAAR Reading 25%, Writing 6%, and Math 27%	13.
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School Culture and Climate	1.	Schoolwide use of Dojo, Facebook and Twitter for parent communication.	1.	In 18-19 there were 0 opportunities for parent input/collaboration on schoolwide learning opportunities.
	2.	4 opportunities for school showcase through report card pick up, Holiday celebrations, and STAAR academic nights.	2.	Consistent and planned opportunities to recognize teacher contributions to student learning.
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Staff Quality/ Professional Development	1.	All teachers are highly qualified	1.	Opportunity to build cultural capacity in relation to students and community.
	2.	4 of 21 classroom teachers are receiving or have received Masters degrees in varied educational fields.	2.	Differentiation modeled - Opportunity to plan and model lessons, as well as, coach and provide feedback with literacy and math coach.
	3.		3.	Intervention planning - Opportunity to provide intensive interventions for student entering current grade level, but not meeting expectations by full time Title 1 teacher.
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Curriculum, Instruction, and Assessment	1.	IPC planning and development for all grades, all contents.	1.	In 18-19, there were 0 planned opportunities for vertical and limited (less than 5) opportunities for content planning.
	2.	TEKS based planning occurred monthly through scheduled PLCs or after school planning sessions.	2.	
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Family and Community Involvement	1.	Consistent use of social media platforms to inform parents of school events, dates and deadlines.	1.	PTO membership increase; currently only have 3 active members
	2.	Began to use Voly to post campus volunteer opportunities.	2.	Increased opportunities for parental involvement; in 18-19 we hosted 4 events.
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School Context and Organization

1.	Restorative Practices campus with utilization of circles	1.	Better implementation of clubs to enrich student learning.
2.	Girl and Boy Scouts; clubs through Clayton enrichment programming	2.	Create opportunities for student leadership on campus including things like safety patrol, flag staff crew, news crew, etc.
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Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 130 - Beal ES, Harlean

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Executive Director: Todd Koppes

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	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 2019.	52.83	18.87	11.32	June 2020	
	Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline)				June 2020	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	LL Intervention kits (blue and green) will be utilized to do running records for K-3rd grade students to show a minimum of 1/2 years growth by mid-year and 1 full years growth by June 2020.	Identification of students 1 or more grade levels below by 9/3 using F & P and Achieve. By 9/20 using MAP fluency. Create schedule and begin pull-out/data tracking by 9/16. by Title 1 teacher.	Principal	9/16/2019	Title I	58,000	Not Started	
2 Title I	LLI/Soluciones intervention kits (green and blue) to will be utilized to do running records for K-3rd grade students to show a minimum of 1/2 years growth by mid-year and 1 full years growth by EOY. (teacher assistant)	Identification of students 1 or more grade levels below by 9/3 using F & P and Achieve. By 9/20 using MAP fluency. Create schedule and begin pull-out/data tracking by 9/16. by Title 1 teacher assistant.	Principal	9/16/2019	Title I	17,000		
3 Title I	Instructional coaches will be utilized to conduct at least 2 lesson planning sessions a month clarifying: Objective, DOL, Vocabulary, and Ido, We do, You do part of the lesson to increase teacher capacity for planning.	Calendar dates and specific agendas for trainings by 1st Monday in each month.	Instructional Leadership	9/30/2019	FWCP	65,000		
4 Title I	Teacher data tracking binder, inside classroom and outside classroom data board of grade level literacy goals will be set and monitored monthly to facilitate academic growth to at least 43% as measured by STAAR by June 2020.	By 9/3 students will create classroom data binders for tracking student information. Binders will be updated monthly with student information	Teacher(s)	9/3/2019	Title I	4,185	On Target	
5 Title I	LLI (red) intervention kits for intensive intervention will be utilized to do running records for K-3rd grade students to show a minimum of 1/2 years growth by mid-year and 1 full years growth by June 2020. (retired teacher tutor)	By 10/1 we will identify students 2 or more grade levels below expectation and begin to provide after school tutoring services utilizing LLI (red) intervention kits.	Teacher(s)	10/15/2019	Title I	8,000	Not Started	
6 Title I	Teachers will be provided full day substitutes once in the fall and once in the spring to utilize student and teacher data tracking binder to conduct parent conferences on student progress. (Fall date)	Provide full day substitutes for parent conferences regarding student progress, literacy level, and tutoring (if needed) by 10/18. Add those dates to Beal calendar.	Principal	10/17/2019	Title I	2,400	On Target	
7 Title I	Teachers will be provided full day substitutes once in the fall and once in the spring to utilize student and teacher data tracking binder to conduct parent conferences on student progress. (Spring date)	Provide full day substitutes for parent conferences regarding student progress, literacy level, and tutoring (if needed) by 3/2. Add those dates to Beal calendar by 2/17.	Principal	3/3/2020	Title I	2,400	Not Started	

8	Title I	Teachers will be provided full day substitutes each six week period for IPC planning based on student data.	Provide full day substitutes for all teachers to plan next 6 weeks and identify struggling students for intervention, based on data. 9/27, 11/1, 12/18, 2/11, 4/6	Principal	9/27/2019	Local (Basic Allotment)	12,000	On Target	
9	SPED	Use targeted strategies and interventions to facilitate growth for special education students. Identifying what student targets are for growth, communicating with student and parent, and creating a plan to facilitate growth.	Teacher will create incentive program based on students deficits and incentivise students according to program based on their growth in mathematics.	Principal	1/18/2020	Special Education	1,016	Not Started	
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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2019-2020 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	24	43

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Utilize Hands-on math standards book, flash cards, and other resources to provide number recognition, as well as, academic language support to facilitate 1/2 years growth by MOY and 1 full years growth by June 2020 in numerical operations.	Identify 2nd - 5th grade students performing below grade level expectations as measured by BOY MAP and STAAR 18-19 assessments and provide intensive math computation and vocabulary intervention at least 90 minutes/week by Title 1 teacher by 9/20.	Principal	9/16/2019	Title I	2,500	Not Started	
2 Title I	Utilize Hands-on math standards book, flash cards, and other resources to provide number recognition, as well as, academic language support to facilitate 1/2 years growth by MOY and 1 full years growth by by June 020 in numerical operation.	Identify 2nd - 5th grade students performing below grade level expectations as measured by BOY MAP and provide intensive math computation and vocabulary intervention at least 90 minutes/week by retired teacher tutor.	Principal	9/16/2019	SCE	3,348		
3 Title I	Host one family academic night coinciding with report card pick for students to increase literacy/math awareness and student data conferences to increase awareness of student progress.	Host family involvement opportunity at school to inform parents of academic areas of focus at the time and ways parent can help student at home. Provide families with a book for take home literacy/math project by 10/9 in the fall and 3/2 in the Spring.	Instructional Leadership	10/9/2019	Title I	4,038	Not Started	
4 Title I	Utilized Education Galaxy as math classroom support to facilitate 1 years worth academic growth in mathematical operations for KG-5 by EOY.	Continue contract with Ed Galaxy. Input students names and ID numbers by 9/3.	Instructional Leadership	8/30/2020	Title I	3,500	Completed	
5 Title I	By December 2019, facilitate at least 1/2 years academic growth in mathematics for students in grade 1st-3rd by using Education Galaxy and other resources during after school tutoring.	Teacher will utilized MAP math assessment, interim assessments and BOY data to determine support needed to for after school tutoring by 10/1.	Principal	10/9/2019	Title I	2,000	Not Started	
6 SPED	Use targeted strategies and interventions to facilitate growth for special educations students. Identifying what student targets are for growth, communicating with student and parent, and creating a plan to facilitate growth.	Teacher will create incentive program based on students deficits and incentivise students according to program based on their growth in mathematics.	Principal	1/18/2020	Special Education	1,016	Not Started	
7 Title I	Teacher data tracking binder, inside classroom and outside classroom data board of grade level math goals will be set and monitored monthly to facilitate academic growth to at least 43% as measured by STAAR by June 2020.	By 9/3 students will create classroom data binders for tracking student information. Binders will be updated monthly with student information	Principal	9/3/2020	Local (Basic Allotment)	4,185	On Target	
8 Title I	Inform families of student learning and ways that can assist student each 6 weeks by providing additional family academic calendars monthly to coincide with 6 weeks learning expectations.	Provide families with 6 week learning expectations calendar and examples of student work to do at home.	Principal	9/30/2019	Local (Basic Allotment)	6,100	Not Started	

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

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

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:

130 - Beal ES, Harlean

→ Budget Allotment Summary →	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL Allotment
	\$ 23,823.00	\$ 3,348.00	-	\$ 930.00	\$ 281.00	\$ 2,032.00	\$ 108,823.00	\$ 139,237.00

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Budget Summary

Principal: Adair, Jodie

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Summary by Fund Source

Fund Source →	Local Basic Allotment	SCE <small>State Compensatory Education</small>	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CIP
Academic Excellence Goals	\$ 12,000.00	-	-	-	-	\$ 1,016.00	\$ 91,985.00	\$ 105,001.00
Mission	\$ 10,285.00	\$ 3,348.00	-	-	-	\$ 1,016.00	\$ 12,038.00	\$ 26,687.00
Learning Environment Goals	\$ 1,500.00	-	-	\$ 930.00	\$ 281.00	-	\$ 4,800.00	\$ 7,511.00
Total Allocated	\$ 23,785.00	\$ 3,348.00	-	\$ 930.00	\$ 281.00	\$ 2,032.00	\$ 108,823.00	\$ 139,199.00
Percent Budgeted	100%	100%	0%	100%	100%	100%	100%	100%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	School Improvement	Other	Total
	Amount	-	-	-	-	\$ 65,000.00	-	-	\$ 65,000.00