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
Career and Technology: 0
Special Education: 6.3
Percentage of at-risk students: 78.3
Dual Language/ESL: 47.3
Percentage of English Language (EL) students: 39.7
Gifted and Talented: 9.6
Percentage of economically disadvantaged students: 96.6

2019-2020 Campus Site-Based Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Sylvia Light</td>
<td>Teacher</td>
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<tr>
<td>Stefanie Clay Morgan</td>
<td>Teacher</td>
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<tr>
<td>Rhea Zanti</td>
<td>Teacher</td>
</tr>
<tr>
<td>Tanya Sides</td>
<td>Teacher</td>
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<tr>
<td>Paula Nevil-Tatum</td>
<td>Campus Non-Teacher Professional</td>
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<tr>
<td>Verinda Pierce</td>
<td>District Level Staff</td>
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<tr>
<td>Deltra Sipho Lewis</td>
<td>Other</td>
</tr>
<tr>
<td>Jodie Courtade</td>
<td>Principal</td>
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<tr>
<td>Thelma Morales</td>
<td>Parent</td>
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<tr>
<td>Blu Martin</td>
<td>Parent</td>
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<tr>
<td>Krystal Crenshaw</td>
<td>Parent</td>
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<tr>
<td>Emma Crenshaw</td>
<td>Community Representative</td>
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<tr>
<td>Michael Hardrick</td>
<td>Business Representative</td>
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<tr>
<td>Tiffany Haynes</td>
<td>Additional Representative Appointment</td>
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</tbody>
</table>

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.

State Accountability Ratings by Domain

<table>
<thead>
<tr>
<th>Domain 1: Student Achievement 56</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 2: School Progress 60</td>
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<tr>
<td>Domain 3: Closing The Gaps 70</td>
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</tbody>
</table>

Overall Performance Accountability Rating

| Rating | 63 - Met Standard |

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:

- the Fort Worth ISD School Board;
- the Texas Education Code;
- Title I, Part A; and
- Turnaround Plans

Click here to see the full Guide to Campus Assurances

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.
# Comprehensive Needs Assessment Summary for 2019-2020

<table>
<thead>
<tr>
<th>Area Reviewed</th>
<th>Summary of Strengths</th>
<th>Summary of Needs</th>
<th>Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demographics</strong></td>
<td>1. Attendance rate for year is 95.3%- less than 10% of students are considered chronic absentees</td>
<td>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.</td>
<td>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.</td>
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<tr>
<td></td>
<td>2. Mobility rate is 17.7% - students maintain consistent enrollment</td>
<td>2.</td>
<td>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.</td>
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<tr>
<td><strong>Student Achievement</strong></td>
<td>1. Schoolwide (PK-5) utilization of student data folders to track student achievement on fundamental grade level skills utilized</td>
<td>1. Students meeting grade level expectations for 17-18 STAAR in Reading 31%, Writing 10%, And Math 27%.</td>
<td>12.</td>
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### School Culture and Climate

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Schoolwide use of Dojo, Facebook and Twitter for parent communication.</td>
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<td><strong>2.</strong></td>
<td>4 opportunities for school showcase through report card pick up, Holiday celebrations, and STAAR academic nights.</td>
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<td><strong>1.</strong></td>
<td>In 18-19 there were 0 opportunities for parent input/collaboration on schoolwide learning opportunities.</td>
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<td><strong>2.</strong></td>
<td>Consistent and planned opportunities to recognize teacher contributions to student learning.</td>
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### Staff Quality/Professional Development

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<tr>
<td><strong>1.</strong></td>
<td>All teachers are highly qualified</td>
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<td><strong>2.</strong></td>
<td>4 of 21 classroom teachers are receiving or have received Masters degrees in varied educational fields.</td>
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<td><strong>1.</strong></td>
<td>Opportunity to build cultural capacity in relation to students and community.</td>
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<td><strong>2.</strong></td>
<td>Differentiation modeled - Opportunity to plan and model lessons, as well as, coach and provide feedback with literacy and math coach.</td>
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<td><strong>3.</strong></td>
<td>Intervention planning - Opportunity to provide intensive interventions for student entering current grade level, but not meeting expectations by full time Title 1 teacher.</td>
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### Curriculum, Instruction, and Assessment

<table>
<thead>
<tr>
<th></th>
<th>IPC planning and development for all grades, all contents.</th>
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<tbody>
<tr>
<td>2.</td>
<td>TEKS based planning occurred monthly through scheduled PLCs or after school planning sessions.</td>
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<th>In 18-19, there were 0 planned opportunities for vertical and limited (less than 5) opportunities for content planning.</th>
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</table>

### Family and Community Involvement

<table>
<thead>
<tr>
<th></th>
<th>Consistent use of social media platforms to inform parents of school events, dates and deadlines.</th>
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<tbody>
<tr>
<td>2.</td>
<td>Began to use Voly to post campus volunteer opportunities.</td>
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<th></th>
<th>PTO membership increase; currently only have 3 active members</th>
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<tr>
<td>2.</td>
<td>Increased opportunities for parental involvement; in 18-19 we hosted 4 events.</td>
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<tr>
<td>School Context and Organization</td>
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<tr>
<td>2. Girl and Boy Scouts; clubs through Clayton enrichment programming</td>
<td>2. Create opportunities for student leadership on campus including things like safety patrol, flag staff crew, news crew, etc.</td>
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# Academic Excellence Goals


**Campus Name:** 130 - Beal ES, Harlean  
**Principal:** Adair, Jodie  
**Executive Director:** Todd Koppes

### SMART Goals

<table>
<thead>
<tr>
<th>Campus Level - Student Outcome Goal and Progress Measures</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
<th>to Target</th>
<th>by Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>52.83</td>
<td>18.87</td>
<td>11.32</td>
<td>June 2020</td>
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<tr>
<td>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)</td>
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<td>June 2020</td>
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### Strategies for Improvement

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<thead>
<tr>
<th>Student Group (PBMAS)</th>
<th>Target Strategies</th>
<th>Action Steps</th>
<th>Person(s) Responsible</th>
<th>Due Date</th>
<th>Budget Source</th>
<th>Amount</th>
<th>Status</th>
<th>Attachment (implementation artifacts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Title I</td>
<td>LLI 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.</td>
<td>Identification of students 1 or more grade levels below by 9/3 using F &amp; P and Achieve. By 9/20 using MAP fluency. Create schedule and begin pull-out/data tracking by 9/16. by Title 1 teacher.</td>
<td>Principal</td>
<td>9/16/2019</td>
<td>Title I</td>
<td>58,000</td>
<td>Not Started</td>
<td>(implementation artifacts)</td>
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<tr>
<td>2 Title I</td>
<td>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)</td>
<td>Identification of students 1 or more grade levels below by 9/3 using F &amp; 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.</td>
<td>Principal</td>
<td>9/16/2019</td>
<td>Title I</td>
<td>17,000</td>
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<td>3 Title I</td>
<td>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. Yo u do part of the lesson to increase teacher capacity for planning.</td>
<td>Calendar dates and specific agendas for trainings by 1st Monday in each month.</td>
<td>Instructional Leadership</td>
<td>9/30/2019</td>
<td>FWCP</td>
<td>65,000</td>
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</table>
| 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.
Calendar dates and specific agendas for trainings by 1st Monday in each month. | 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 |
| 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 |
| 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 incentivize students according to program based on their growth in mathematics. | Principal | 1/18/2020 | Special Education | 1,016 | Not Started |

Progress Monitoring Schedule:  

BOY Status:  
Principal Evidence:  
Leadership Feedback:  

MOY Status:  
Principal Evidence:  
Leadership Feedback:  

EOY Status:  
Principal Evidence:  
Leadership Feedback:
<table>
<thead>
<tr>
<th>Student Group (PBMAS)</th>
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<tbody>
<tr>
<td>1 Title I</td>
<td>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.</td>
<td>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.</td>
<td>Principal</td>
<td>9/16/2019</td>
<td>Title I</td>
<td>2,500</td>
<td>Not Started</td>
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<tr>
<td>2 Title I</td>
<td>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 operation.</td>
<td>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.</td>
<td>Principal</td>
<td>9/16/2019</td>
<td>SCE</td>
<td>3,348</td>
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<tr>
<td>3 Title I</td>
<td>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.</td>
<td>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.</td>
<td>Instructional Leadership</td>
<td>10/9/2019</td>
<td>Title I</td>
<td>4,038</td>
<td>Not Started</td>
<td></td>
</tr>
<tr>
<td>4 Title I</td>
<td>Utilized Education Galaxy as math classroom support to facilitate 1 years worth academic growth in mathematical operations for KG-5 by EOY.</td>
<td>Continue contract with Ed Galaxy. Input students names and ID numbers by 9/3.</td>
<td>Instructional Leadership</td>
<td>8/30/2020</td>
<td>Title I</td>
<td>3,500</td>
<td>Completed</td>
<td></td>
</tr>
<tr>
<td>5 Title I</td>
<td>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.</td>
<td>Teacher will utilized MAP math assessment, interim assessments and BOY data to determine support needed to for after school tutoring by 10/1.</td>
<td>Principal</td>
<td>10/9/2019</td>
<td>Title I</td>
<td>2,000</td>
<td>Not Started</td>
<td></td>
</tr>
<tr>
<td>6 SPED</td>
<td>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.</td>
<td>Teacher will create incentive program based on students deficits and incentivise students according to program based on their growth in mathematics.</td>
<td>Principal</td>
<td>1/18/2020</td>
<td>Special Education</td>
<td>1,016</td>
<td>Not Started</td>
<td></td>
</tr>
<tr>
<td>7 Title I</td>
<td>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.</td>
<td>By 9/3 students will create classroom data binders for tracking student information. Binders will be updated monthly with student information.</td>
<td>Principal</td>
<td>9/3/2020</td>
<td>Local (Basic Allotment)</td>
<td>4,185</td>
<td>On Target</td>
<td></td>
</tr>
<tr>
<td>8 Title I</td>
<td>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.</td>
<td>Provide families with 6 week learning expectations calendar and examples of student work to do at home.</td>
<td>Principal</td>
<td>9/30/2019</td>
<td>Local (Basic Allotment)</td>
<td>6,100</td>
<td>Not Started</td>
<td></td>
</tr>
</tbody>
</table>
### 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:**
## SMART Goals

<table>
<thead>
<tr>
<th>Campus Needs Goals and Measures (Baselines-X and Targets-Y)</th>
<th>Baseline (BOY)</th>
<th>to Target</th>
<th>by Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from</td>
<td>2</td>
<td>6</td>
<td>June 2020</td>
</tr>
<tr>
<td>PBIS - Disproportionate ‘Duplicate Out of School Suspension (OSS) Events’, as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from</td>
<td>11</td>
<td>0</td>
<td>June 2020</td>
</tr>
<tr>
<td>Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from</td>
<td>78</td>
<td>100</td>
<td>June 2020</td>
</tr>
</tbody>
</table>

## Strategies for Improvement

<table>
<thead>
<tr>
<th>Student Group (PBMAS)</th>
<th>Target Strategies</th>
<th>Action Steps</th>
<th>Person(s) Responsible</th>
<th>Due Date</th>
<th>Budget Source</th>
<th>Amount</th>
<th>Status</th>
<th>Attachment (implementation artifacts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Title I</td>
<td>By June 2020 parents will have had at least 5 opportunities to provide input and support for their students learning through planned activity times on campus. In addition, parents would have been given at least 6 literacy books and projects to complete at home.</td>
<td>Campus will calendar and plan 1 parental involvement activity per 5 week period. Including opportunity to talk with leadership team about concerns. Put those on the calendar by 8/26.</td>
<td>Principal</td>
<td>9/3/2019</td>
<td>Title I</td>
<td>4,800</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Title I</td>
<td>By June 2020, we will increase students awareness of how physical activity relates to overall health from 78% of students being aware to 100% of students in grades 3-5 being.</td>
<td>PE teacher and assistant will plan and calendar fitness assessments with allotted check-in times with building administration. PE teacher will determine a health related book for students to be ordered and sent home for literacy and physical health support by 11/4.</td>
<td>Teacher(s)</td>
<td>12/20/2019</td>
<td>Local (Basic Allotment)</td>
<td>1,500</td>
<td>Not Started</td>
<td></td>
</tr>
<tr>
<td>3 LEP</td>
<td>By June 2020 parents will have had at least 5 opportunities to provide input and support for their students bilingual learning through planned activity times on campus. In addition, parents would have been given at least 1 spanish literacy books and projects to complete at home.</td>
<td>Campus will calendar and plan 1 parental involvement activity per 6 week period. Including opportunity to talk with leadership team about concerns. Put those on the calendar by 8/26 with specifically indicating bilingual students and programming.</td>
<td>Principal</td>
<td>3/30/2020</td>
<td>Bilingual</td>
<td>930</td>
<td>Not Started</td>
<td></td>
</tr>
<tr>
<td>4 Title I</td>
<td>By June 2020 students and parent will receive informational programming guidelines regarding GT placement and programming.</td>
<td>Plan GT informational session to coincide with academic night. Have printed information for parents and activities associated with GT classes here at Harlean Beal by end of 1st weeks.</td>
<td>Principal</td>
<td>9/19/2019</td>
<td>Gifted &amp; Talented</td>
<td>281</td>
<td>Completed</td>
<td></td>
</tr>
<tr>
<td>Progress Monitoring Schedule: BOY (August 19 - November 1)</td>
<td>MOY (November 4 - February 14)</td>
<td>EOY (February 18 - May 28)</td>
<td></td>
<td></td>
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<td>----------------------------------------------------------</td>
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</tbody>
</table>

**BOY Status:**
Principal Evidence:
Leadership Feedback:

**MOY Status:**
Principal Evidence:
Leadership Feedback:

**EOY Status:**
Principal Evidence:
Leadership Feedback:
### Summary by Fund Source

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

### Other Funding Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>PTA/PTO</th>
<th>Community Partner</th>
<th>Corporate</th>
<th>Non-Profit</th>
<th>FWCP</th>
<th>School Improvement</th>
<th>Other</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Amount</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>$65,000.00</td>
<td>-</td>
<td>$65,000.00</td>
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