

Fort Worth Independent School District
130 Harlean Beal Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

Harlean Beal Mission Statement:

Harlean Beal students will be morally, socially, and academically well-rounded, global citizens prepared for college and/or career.

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Vision

Vision:

Every child, every day, whatever it takes to SOAR!

Value Statement

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Comprehensive Needs Assessment

Revised/Approved: September 20, 2021

Demographics

Demographics Summary

Harlean Beal Elementary was constructed in 1949 to relieve overcrowded conditions in another building on the site. L. C. Cavitt designed the new 1-story, 10-classroom building in a style influenced by the International Movement. Under the 1999 Bond Program, most of the historic school was demolished. A new school, designed by Wadkins and Associates and erected by Scott and Reed, general contractor, has been constructed on the site, although the 1990 addition to the former school was retained. The school's current namesake, Harlean Berry Beal, was the school's first African American principal, a position she held from 1984 until her retirement in 1996.

Harlean Beal Elementary is home to approximately 310 students and 55 faculty members. During the 2018-2019 school year Harlean Beal serviced 420 students and in 2019-2020, 398. We are located at 5615 Forest Hill Dr, Fort Worth, Tx and serve the Forest Hill Community within the Fort Worth ISD with a grade span of Pre-K through 5th.

Our student population is 63% Hispanic, 33% African American and 4% other race/ethnicities including Asian and White. At Harlean Beal we service both dual language and regular program students. Our Bilingual/English Language Learner population makes up 48% of the student body, while native English speakers make up 52%. 13% of our students are identified as Gift and Talented (or Talent Pool candidates). 13% are identified as Special Education students receiving either resource, inclusion or speech services. And 4% of our student population is identified as Dyslexic, receiving dyslexia services.

Our staff population consist of 23 teachers, 6 assistants and 12 auxiliary staff members. Our staff is quite diverse, consisting of 49% African Americans, 20% White, 29% Hispanic and 2% Asian or other ethnicities. There are 20 general education classrooms with an average class size of 15.2 students. Our attendance rate is 92.92%. This is a significant decrease from the previous 2 years, as the attendance rate was at least 97% in 18-19 and 19-20. In addition, our economically disadvantaged population has increased from 2018-2019 school to present. Then it 88.2% and is now 98% of our student population.

Our school offers the Parent as Teachers Program for children ages pre-natal to 5 years old, after-school through Clayton and extended day services to all students.

Demographics Strengths

Our school is the definition of a community school with family ties through generations of students. Our mobility rate is less than 10% with most students transitioning between Forest Hill and Everman, as the school lies on the border of both.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 69% of sped population is performing 10 points or more below the campus average for their grade level and 20 or more points below norm mean on EOY MAP math growth. 53% of sped population is performing 10 points or more below the campus average for their grade level and 20 or more points below norm mean on EOY MAP reading growth. **Root Cause:** Inconsistent monitoring of instruction with differentiated supports aligned to students goals (general education and sped classrooms)

Student Learning

Student Learning Summary

STAAR		Approaches (%)			Meets (%)			Masters (%)		
Subj.	Student Group	2019	2021	Difference	2019	2021	Difference	2019	2021	Difference
Math	All	57	36	-21	24	17	-7	8	4	-4
	Hispanic	63	42	-21	30	21	-9	11	4	-7
	African American	44	19	-25	12	5	-7	2	2	0
	ED	56	37	-19	23	16	-7	8	4	-4
	EL	65	29	-16	31	27	-4	9	5	-4
	SE	23	5	-18	8	5	-3	0	0	0
Rdg.	All	58	48	-10	24	18	-6	7	6	-1
	Hispanic	58	51	-7	28	20	-8	8	7	-1
	African American	56	40	-16	15	12	-3	4	2	-2
	ED	58	47	-11	23	18	-5	6	6	0
	EL	58	51	-7	27	23	-4	8	5	-3
	SE	46	10	-36	8	0	-8	0	0	0
Writing	All	48	18	-30	6	7	1	3	0	-3
	Hispanic	45	18	-27	8	6	-2	5	0	-5
	African American	56	20	-36	6	10	4	0	0	0
	ED	47	19	-28	5	8	3	3	0	-3
	EL	48	17	-31	6	3	-3	3	0	-3
	SE	29	0	-29	0	0	0	0	0	0
Science	All	56	52	-4	23	16	-7	12	2	-10
	Hispanic	58	56	-2	28	19	-9	17	3	-14
	African American	50	30	-20	13	0	-13	0	0	0
	ED	56	52	-4	23	16	-7	12	2	-10
	EL	63	59	-4	33	22	-11	17	4	-13
	SE									

Based on our campus STAAR data, we did see significant decreases in several student groups and grade levels and subjects on STAAR. Our 4th grade African American students

showed growth on the math assessment, increasing 26% in approaches, 11% in meets and 5% in masters. Our 5th grade reading scores also showed growth by increasing 8% in approaches.

Our PreK data indicates that 77% of our students are on track for phonological awareness, and 64% of our students are on track for math according to Circle data. For students in grades K-3, 33% of students met or exceeded grade level standard based on MAP data.

We scored in the bottom 50% compared to our district pyramid in 3rd grade reading and math, 4th grade reading and writing. We scored in the top 50% compared to our district pyramid in 4th grade math, and 5th grade reading, math and science.

Student Learning Strengths

Based on our EOY MAP data, majority of the students in grades 1st through 5th met or exceeded their projected RIT from winter 2020 to spring 2021.

	Math	Reading
1 st	64%	61%
2 nd	71%	69%
3 rd	75%	58%
4 th	77%	51%
5 th	46%	61%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 16% of second grade students met projected growth in reading based on EOY MAP reading data, which is 35% below campus average.

Root Cause: No evidence of explicit and systematic instruction grounded in the professional development of HB3 reading academy.

School Processes & Programs

School Processes & Programs Summary

Professional Practices

We had the opportunity to engage in a campus diagnostic as a result of having a F rating in 2019-2020. Based on those findings, this year professional development was focused on lesson planning and using data to inform instruction, as well as, building leadership capacity. The results of this diagnostic were utilized to build professional development plans for the 2020-2021 school year. Also, 7 out of 24 (29%) of teachers were new to this campus, as well as, new to teaching - in addition to the changes that COVID-19 brought about. This greatly effected the amount of time spent on campus building teacher content knowledge and pedagogy. An hour of professional learning was built into weekly schedules to focus on planning, engagement and student voice.

Programs

We identified students with either language or other at-risk factors and shared that data with all stakeholder. We utilized additional funding to provide literacy and math extended day services for those students that were most at-risk of not meeting grade level standards.

Procedures

Based on data, teacher schedules were reviewed and small group, independent work time was reduced from one hour per day to 30 minutes. In addition, teacher led, direct instruction increased from 20 minutes to at least an hour daily. We found that students were spending over half of their instructional time working independently. This was in direct contrast to what our students needed in order to be successful. In addition, we ensured that every classroom has at least 2 hours allocated for literacy instruction.

School Processes & Programs Strengths

We utilize stakeholder voice when evaluating campus processes and procedures. We have included at least 3 campus based surveys for professional development, vision and mission planning, as well as, schedules and student learning time.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The systems on campus align more to building pedagogy and instructional capacity as opposed to promoting social emotional learning, attendance, or discipline **Root Cause:** Data associated to STAAR has been the driving force behind campus systems.

Perceptions

Perceptions Summary

This year student attendance has drastically increased due to COVID, as well as, virtual learning. Our current attendance rate is 92.92% from 97% last year. 33.8% of students are chronically absent with 40.9% of those students being African American. This accompanies a decrease of 90 students from the previous school year. When asked, parents either went to another district that opened with face to face instruction sooner or that provided one to one devices sooner than FWISD.

When referencing student perceptions of social emotional skills taught at school 39% of students during the 2020-2021 school year responded favorably to being taught skills/strategies to positively deal with emotions and the regulation of their emotions (SEL) learning. The students did, however, respond favorably (69%) to staff/student relationships.

For the 2018-2019 school year, two staff members left the building to jobs in another school or district. This year, we have 1 staff member that is retiring. Aside from those, the staff remains consistent with the exception of 5 staff members being surplus due to a decrease of approximately 90 students during the 2019-2020 school year. Although, the turn-over rate for staff at Harlean Beal is relatively low, the staff only responded 61% favorably to relationships between staff and leadership. Particularly, according to the survey the staff does not feel they are treated fairly (36%) and believe there is trust between leaders and staff (40%).

During the 2019-2020 school year the campus was rated an F. Monthly parent meetings with the principal and 3 campus surveys were conducted to receive feedback from parents and community on school processes. For the 2020-2021 school year, parents received 2 campus surveys and the district survey to provide feedback. On the district survey 82% of parents responded favorably to their perception of the school and communication from the school.

Perceptions Strengths

This year we have had 0 students suspended or sent home from school due to behavior. In addition, any students sent to the office for behavior have received management plans and returned to classroom for learning. This is a practice that we agreed upon as a staff to ensure that students do not miss any opportunities to learn due to behavior.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 36% of the staff responded favorably when asked if the leadership treated the staff fairly. This is 36% below the district response rate and 32% below the pyramid response rate. **Root Cause:** Misunderstanding of the expectations required of a 21st century educator.

Priority Problem Statements

Problem Statement 1: 36% of the staff responded favorably when asked if the leadership treated the staff fairly. This is 36% below the district response rate and 32% below the pyramid response rate.

Root Cause 1: Misunderstanding of the expectations required of a 21st century educator.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: The systems on campus align more to building pedagogy and instructional capacity as opposed to promoting social emotional learning, attendance, or discipline

Root Cause 2: Data associated to STAAR has been the driving force behind campus systems.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: 16% of second grade students met projected growth in reading based on EOY MAP reading data, which is 35% below campus average.

Root Cause 3: No evidence of explicit and systematic instruction grounded in the professional development of HB3 reading academy.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 69% of sped population is performing 10 points or more below the campus average for their grade level and 20 or more points below norm mean on EOY MAP math growth. 53% of sped population is performing 10 points or more below the campus average for their grade level and 20 or more points below norm mean on EOY MAP reading growth.

Root Cause 4: Inconsistent monitoring of instruction with differentiated supports aligned to students goals (general education and sped classrooms)

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Student Achievement Domain
- Effective Schools Framework data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment 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 progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

- Campus leadership data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Other additional data

Goals

Revised/Approved: September 20, 2021

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 11% to 47% by August 2024.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 77% to 87% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 85% to 95% by May 2022.

Increase the percentage of PK economically disadvantaged students who score On Track on Circle Phonological Awareness in English from 76% to 87% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher instructional capacity to plan and implement explicit/systemic Tier 1 instruction in all content areas with differentiated and scaffolded supports.</p> <p>Strategy's Expected Result/Impact: 100% of literacy lesson plans and classroom observations will be grounded in explicit instruction based in the Science of Teaching Reading by June 2022.</p> <p>100% of literacy lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in the Science of Teaching Reading by June 2022.</p> <p>90% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations by June 2022.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments by June 2022.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning by June 2022.</p> <p>100% of lesson planning, observations, and instructional strategies will be tracked for effectiveness by June 2022.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: General Supplies - Title I (211) - 211-11-6329-04E-130-30-510-000000-22F10 - \$2,000, Professional development for literacy lesson planning with Amplify - Title I (211) - 211-11-6116-OPD-130-30-510-000000-22F10 - \$4,500, Extended day for accelerated literacy instruction - Title I (211) - 211-11-6299-04E-130-30-510-000000-22F10 - \$24,100, Professional development for TAs - Title I (211) - 211-11-6121-OPD-130-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 69% of sped population is performing 10 points or more below the campus average for their grade level and 20 or more points below norm mean on EOY MAP math growth. 53% of sped population is performing 10 points or more below the campus average for their grade level and 20 or more points below norm mean on EOY MAP reading growth. Root Cause: Inconsistent monitoring of instruction with differentiated supports aligned to students goals (general education and sped classrooms)</p>
Student Learning
<p>Problem Statement 1: 16% of second grade students met projected growth in reading based on EOY MAP reading data, which is 35% below campus average. Root Cause: No evidence of explicit and systematic instruction grounded in the professional development of HB3 reading academy.</p>

School Processes & Programs

Problem Statement 1: The systems on campus align more to building pedagogy and instructional capacity as opposed to promoting social emotional learning, attendance, or discipline **Root Cause:** Data associated to STAAR has been the driving force behind campus systems.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 11% to 47% by August 2024.

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 33% to 50% by May 2022.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from ___% to ___% by May 2022. (no students tested in Spanish MOY)

Increase the percentage of Special Education students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 16% to 26% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher instructional capacity to plan and implement explicit/systemic Tier 1 instruction in all content areas with differentiated and scaffolded supports.</p> <p>Strategy's Expected Result/Impact: 100% of literacy lesson plans and classroom observations will be grounded in explicit instruction based in the Science of Teaching Reading by June 2022.</p> <p>100% of literacy lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in the Science of Teaching Reading by June 2022.</p> <p>90% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations by June 2022.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments by June 2022.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning by June 2022.</p> <p>100% of lesson planning, observations, and instructional strategies will be tracked for effectiveness by June 2022.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Books for book study - Title I (211) - 211-13-6329-04E-130-30-510-000000-22F10 - \$1,000, Books for student libraries - Title I (211) - 211-11-6399-04E-130-30-510-000000-22F10 - \$6,911</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: 69% of sped population is performing 10 points or more below the campus average for their grade level and 20 or more points below norm mean on EOY MAP math growth. 53% of sped population is performing 10 points or more below the campus average for their grade level and 20 or more points below norm mean on EOY MAP reading growth. **Root Cause:** Inconsistent monitoring of instruction with differentiated supports aligned to students goals (general education and sped classrooms)

Student Learning

Problem Statement 1: 16% of second grade students met projected growth in reading based on EOY MAP reading data, which is 35% below campus average. **Root Cause:** No evidence of explicit and systematic instruction grounded in the professional development of HB3 reading academy.

School Processes & Programs

Problem Statement 1: The systems on campus align more to building pedagogy and instructional capacity as opposed to promoting social emotional learning, attendance, or discipline **Root Cause:** Data associated to STAAR has been the driving force behind campus systems.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 11% to 47% by August 2024.

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 38% to 50% by May 2022.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from ___% to ___% by May 2022. (did not access in Spanish)

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 24% to 34% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher instructional capacity to plan and implement explicit/systemic Tier 1 instruction in all content areas with differentiated and scaffolded supports.</p> <p>Strategy's Expected Result/Impact: 100% of literacy lesson plans and classroom observations will be grounded in explicit instruction based in the Science of Teaching Reading by June 2022.</p> <p>100% of literacy lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in the Science of Teaching Reading by June 2022.</p> <p>90% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations by June 2022.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments June 2022.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning by June 2022.</p> <p>100% of lesson planning, observations, and instructional strategies will be tracked for effectiveness by June 2022.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: 69% of sped population is performing 10 points or more below the campus average for their grade level and 20 or more points below norm mean on EOY MAP math growth. 53% of sped population is performing 10 points or more below the campus average for their grade level and 20 or more points below norm mean on EOY MAP reading growth. **Root Cause:** Inconsistent monitoring of instruction with differentiated supports aligned to students goals (general education and sped classrooms)

Student Learning

Problem Statement 1: 16% of second grade students met projected growth in reading based on EOY MAP reading data, which is 35% below campus average. **Root Cause:** No evidence of explicit and systematic instruction grounded in the professional development of HB3 reading academy.

School Processes & Programs

Problem Statement 1: The systems on campus align more to building pedagogy and instructional capacity as opposed to promoting social emotional learning, attendance, or discipline **Root Cause:** Data associated to STAAR has been the driving force behind campus systems.

Goal 2: Early Math

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

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 68% to 72% by May 2022.

Increase the percentage of African American students who score On Track on Circle Math from 62% to 72% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher instructional capacity to plan and implement explicit/systemic Tier 1 instruction in all content areas with differentiated and scaffolded supports.</p> <p>Strategy's Expected Result/Impact: 100% of math lesson plans and classroom observations will be grounded in explicit instruction based in instructional best practices in mathematics by June 2022.</p> <p>100% of math lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in instructional best practices in mathematics by June 2022.</p> <p>90% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations by June 2022.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments by June 2022.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning by June 2022.</p> <p>100% of lesson planning, observations, and instructional strategies will be tracked for effectiveness by June 2022.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Professional development for lesson planning around math best practices - Title I (211) - 211-11-6116-0PD-130-30-510-000000-22F10 - \$4,500, Professional development for TAs - Title I (211) - 211-11-6121-04E-130-30-510-000000-22F10 - \$2,000, Extended Day Services for accelerated math instruction - Title I (211) - 211-11-6299-04E-130-30-510-000000-22F10 - \$24,100, General Supplies - Title I (211) - 211-11-6399-04E-130-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 69% of sped population is performing 10 points or more below the campus average for their grade level and 20 or more points below norm mean on EOY MAP math growth. 53% of sped population is performing 10 points or more below the campus average for their grade level and 20 or more points below norm mean on EOY MAP reading growth. **Root Cause:** Inconsistent monitoring of instruction with differentiated supports aligned to students goals (general education and sped classrooms)

Student Learning

Problem Statement 1: 16% of second grade students met projected growth in reading based on EOY MAP reading data, which is 35% below campus average. **Root Cause:** No evidence of explicit and systematic instruction grounded in the professional development of HB3 reading academy.

School Processes & Programs

Problem Statement 1: The systems on campus align more to building pedagogy and instructional capacity as opposed to promoting social emotional learning, attendance, or discipline **Root Cause:** Data associated to STAAR has been the driving force behind campus systems.

Goal 2: Early Math

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

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 40% to 45% by May 2022.

Increase the percentage of African American students who score On Track on TX-KEA Math from 23% to 33% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher instructional capacity to plan and implement explicit/systemic Tier 1 instruction in all content areas with differentiated and scaffolded supports.</p> <p>Strategy's Expected Result/Impact: 100% of math lesson plans and classroom observations will be grounded in explicit instruction based in instructional best practices in mathematics by June 2022.</p> <p>100% of math lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in instructional best practices in mathematics by June 2022.</p> <p>90% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations by June 2022.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments by June 2022.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning by June 2022.</p> <p>100% of lesson planning, observations, and instructional strategies will be tracked for effectiveness by June 2022.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 69% of sped population is performing 10 points or more below the campus average for their grade level and 20 or more points below norm mean on EOY MAP math growth. 53% of sped population is performing 10 points or more below the campus average for their grade level and 20 or more points below norm mean on EOY MAP reading growth. Root Cause: Inconsistent monitoring of instruction with differentiated supports aligned to students goals (general education and sped classrooms)</p>

Student Learning

Problem Statement 1: 16% of second grade students met projected growth in reading based on EOY MAP reading data, which is 35% below campus average. **Root Cause:** No evidence of explicit and systematic instruction grounded in the professional development of HB3 reading academy.

School Processes & Programs

Problem Statement 1: The systems on campus align more to building pedagogy and instructional capacity as opposed to promoting social emotional learning, attendance, or discipline **Root Cause:** Data associated to STAAR has been the driving force behind campus systems.

Goal 2: Early Math

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

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 32% to 37% by May 2022.

Increase the percentage of Kindergarten - Grade 5 African American students who meet or Exceed on projected growth on MAP Growth from 21% to 31% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher instructional capacity to plan and implement explicit/systemic Tier 1 instruction in all content areas with differentiated and scaffolded supports.</p> <p>Strategy's Expected Result/Impact: 100% of math lesson plans and classroom observations will be grounded in explicit instruction based in instructional best practices in mathematics by June 2022.</p> <p>100% of math lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in instructional best practices in mathematics by June 2022.</p> <p>90% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations by June 2022.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments by June 2022.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning by June 2022.</p> <p>100% of lesson planning, observations, and instructional strategies will be tracked for effectiveness by June 2022.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Leadership PD on teacher pedagogy, shared leadership, and instructional best practices - Title I (211) - 211-13-6299-04E-130-30-510-000000-22F10 - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: 69% of sped population is performing 10 points or more below the campus average for their grade level and 20 or more points below norm mean on EOY MAP math growth. 53% of sped population is performing 10 points or more below the campus average for their grade level and 20 or more points below norm mean on EOY MAP reading growth. **Root Cause:** Inconsistent monitoring of instruction with differentiated supports aligned to students goals (general education and sped classrooms)

Student Learning

Problem Statement 1: 16% of second grade students met projected growth in reading based on EOY MAP reading data, which is 35% below campus average. **Root Cause:** No evidence of explicit and systematic instruction grounded in the professional development of HB3 reading academy.

School Processes & Programs

Problem Statement 1: The systems on campus align more to building pedagogy and instructional capacity as opposed to promoting social emotional learning, attendance, or discipline **Root Cause:** Data associated to STAAR has been the driving force behind campus systems.

Goal 3: CCMR

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

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 24% to 29% by May 2022.

Increase the percentage of 3-5 grade African American students scoring at MEETS or above on STAAR Reading from 15% to 25% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher instructional capacity to plan and implement explicit/systemic Tier 1 instruction in all content areas with differentiated and scaffolded supports.</p> <p>Strategy's Expected Result/Impact: 100% of literacy lesson plans and classroom observations will be grounded in explicit instruction based in the Science of Teaching Reading by June 2022.</p> <p>100% of literacy lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in the Science of Teaching Reading by June 2022.</p> <p>90% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations by June 2022.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments by June 2022.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning by June 2022.</p> <p>100% of lesson planning, observations, and instructional strategies will be tracked for effectiveness by June 2022.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: General Supplies - SCE (199 PIC 24) - 199-11-6399-001-130-24-313-000000- - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 69% of sped population is performing 10 points or more below the campus average for their grade level and 20 or more points below norm mean on EOY MAP math growth. 53% of sped population is performing 10 points or more below the campus average for their grade level and 20 or more points below norm mean on EOY MAP reading growth. Root Cause: Inconsistent monitoring of instruction with differentiated supports aligned to students goals (general education and sped classrooms)</p>

Student Learning

Problem Statement 1: 16% of second grade students met projected growth in reading based on EOY MAP reading data, which is 35% below campus average. **Root Cause:** No evidence of explicit and systematic instruction grounded in the professional development of HB3 reading academy.

School Processes & Programs

Problem Statement 1: The systems on campus align more to building pedagogy and instructional capacity as opposed to promoting social emotional learning, attendance, or discipline **Root Cause:** Data associated to STAAR has been the driving force behind campus systems.

Goal 3: CCMR

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

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 24% to 29% by May 2022.

Increase the percentage of 3-5 grade African American students scoring at MEETS or above on STAAR Math from 11% to 21% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher instructional capacity to plan and implement explicit/systemic Tier 1 instruction in all content areas with differentiated and scaffolded supports.</p> <p>Strategy's Expected Result/Impact: 100% of math lesson plans and classroom observations will be grounded in explicit instruction based in instructional best practices in mathematics by June 2022.</p> <p>100% of math lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in instructional best practices in mathematics by June 2022.</p> <p>90% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations by June 2022.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments by June 2022.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning by June 2022.</p> <p>100% of lesson planning, observations, and instructional strategies will be tracked for effectiveness by June 2022.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 69% of sped population is performing 10 points or more below the campus average for their grade level and 20 or more points below norm mean on EOY MAP math growth. 53% of sped population is performing 10 points or more below the campus average for their grade level and 20 or more points below norm mean on EOY MAP reading growth. Root Cause: Inconsistent monitoring of instruction with differentiated supports aligned to students goals (general education and sped classrooms)</p>

Student Learning

Problem Statement 1: 16% of second grade students met projected growth in reading based on EOY MAP reading data, which is 35% below campus average. **Root Cause:** No evidence of explicit and systematic instruction grounded in the professional development of HB3 reading academy.

School Processes & Programs

Problem Statement 1: The systems on campus align more to building pedagogy and instructional capacity as opposed to promoting social emotional learning, attendance, or discipline **Root Cause:** Data associated to STAAR has been the driving force behind campus systems.

Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 33% to 28% by May 2022.

Decrease the number and percentage of African American students who are chronically absent from 40% to 30% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase stakeholder awareness of the importance of school attendance, as well as, prioritize creation of an attendance plan and incentives each six week period.</p> <p>Strategy's Expected Result/Impact: 100% of student absences will be tracked daily with information being shared with homeroom teachers and/or teacher teams by June 2022.</p> <p>100% of absent students will receive phone calls regarding absenteeism by June 2022.</p> <p>100% of students and parents will receive information on FWISD/Harlean Beal attendance policies, goals, monitoring and incentives by Oct. 2022.</p> <p>Staff Responsible for Monitoring: ILT, Family Communication Specialist, SART committee, attendance committee, classroom teachers</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Supplies for attendance material and parent meetings - Title I (211) - 211-61-6129-04L-130-30-510-000000-22F10 - \$1,622, Snacks for student extended day; incentives - Title I (211) - 211-11-6499-04E-130-30-510-000000-22F10 - \$3,411</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The systems on campus align more to building pedagogy and instructional capacity as opposed to promoting social emotional learning, attendance, or discipline Root Cause: Data associated to STAAR has been the driving force behind campus systems.</p>

Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 62% to 67% by May 2022.

Increase positive response by Special Education students to learning environment on the Panorama SEL Survey from 54% to 64% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher and student capacity to positively identify and respond to instructional learning environment, as well as, physical, social and emotional needs.</p> <p>Strategy's Expected Result/Impact: 100% of classroom to receive weekly socio-emotional support lessons by June 2022.</p> <p>100% of classrooms to receive instructional support grounded in having a growth mindset by June 2022.</p> <p>100% of classrooms will utilize Rhithm app to monitor student emotional, physical and social well-being by June 2022.</p> <p>100% of staff will receive professional development in restorative practices by June 2022.</p> <p>100% of student will receive support in restorative practices by June 2022.</p> <p>Staff Responsible for Monitoring: ILT, SST, teachers, Family Engagement Specialist</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Material for Restorative Practice training - SCE (199 PIC 24) - 199-11-6399-001-130-24-313-000000- - \$836</p>	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The systems on campus align more to building pedagogy and instructional capacity as opposed to promoting social emotional learning, attendance, or discipline Root Cause: Data associated to STAAR has been the driving force behind campus systems.</p>

Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 3: Decrease the number of in and out of school suspensions from 0 to 0 by May 2022. (we had out of school suspensions during 2020-2021 and would like to maintain)

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher and student capacity to positively identify and respond to instructional learning environment, as well as, physical, social and emotional needs.</p> <p>Strategy's Expected Result/Impact: 100% of classroom to receive weekly socio-emotional support lessons by June 2022.</p> <p>100% of classrooms to receive instructional support grounded in having a growth mindset by June 2022.</p> <p>100% of classrooms will utilize Rhithm app to monitor student emotional, physical and social well-being by June 2022.</p> <p>100% of staff will receive professional development in restorative practices June 2022.</p> <p>100% of student will receive support in restorative practices by June 2022.</p> <p>Staff Responsible for Monitoring: ILT, SST, teachers, Family Engagement Specialist</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Professional Development Pay - SCE (199 PIC 24) - 199-11-6116-001-130-24-313-000000- - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The systems on campus align more to building pedagogy and instructional capacity as opposed to promoting social emotional learning, attendance, or discipline Root Cause: Data associated to STAAR has been the driving force behind campus systems.</p>

Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 82% to 92% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Facilitate positive perception of school community through collaboration, communication and workshops.</p> <p>Strategy's Expected Result/Impact: At least 1 Parent engagement opportunity will be offered every 6 week period.</p> <p>Student celebrations over academics and attendance will occur every 6 week period for a total of 6 by June 2022.</p> <p>School to home communication will occur on a monthly basis for a total of 8 by June 2022.</p> <p>At least 3 Stakeholder campus surveys will be given by June 2022.</p> <p>Family programs will occur once every six weeks period for a total of 6 by June 2022.</p> <p>Report card pick-up will occur at the end of the first six weeks period by October 2021.</p> <p>Staff Responsible for Monitoring: ILT, SST, Parent Engagement Special, teachers</p> <p>Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Student Attendance Incentives - Title I (211) - 211-11-6499-04E-130-30-510-000000-22F10 - \$1,378, Student Attendance Incentives - SCE (199 PIC 24) - 199-11-6399-001-130-24-313-000000- - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The systems on campus align more to building pedagogy and instructional capacity as opposed to promoting social emotional learning, attendance, or discipline Root Cause: Data associated to STAAR has been the driving force behind campus systems.</p>

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher 1	Rociell Minor	1st grade dual language
Classroom Teacher 3	Jeanina Martin	1st teacher
Classroom Teacher 4	Tanya Sides	2nd teacher
Professional Non-Teaching Staff	Karina Olalde	Librarian
Classroom Teacher 2	Aziza Gray	5th Teacher
Business Representative 1		
Business Representative 2		
DERC Representative 1	Kandria Spivey	Counselor
DERC Representative 2	Rhea Zanti	PK Teacher/DERC
Additional Representative (optional)	Paula Nevil-Tatum	Instructional Coach
Professional District-Level Staff	Verlinda Pierce	LSSP
Parent 1	Lisa Bradley	Parent
Parent 2	Vivianna Trujillo	Parent
Parent 3	Maria Gomez	Parent
Business Representative	Naqirra Williams	Forest Hill PD

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	General Supplies	Reading materials for classroom use	211-11-6329-04E-130-30-510-000000-22F10	\$2,000.00
1	1	1	Professional development for literacy lesson planning with Amplify	Extra duty pay for PD after hours	211-11-6116-0PD-130-30-510-000000-22F10	\$4,500.00
1	1	1	Extended day for accelerated literacy instruction	Contracted instructional services	211-11-6299-04E-130-30-510-000000-22F10	\$24,100.00
1	1	1	Professional development for TAs	Extra duty pay for PD after hours (Support Personnel)	211-11-6121-0PD-130-30-510-000000-22F10	\$2,000.00
1	2	1	Books for book study	Reading materials for professional development	211-13-6329-04E-130-30-510-000000-22F10	\$1,000.00
1	2	1	Books for student libraries	Supplies and materials for instructional use	211-11-6399-04E-130-30-510-000000-22F10	\$6,911.00
2	1	1	Professional development for lesson planning around math best practices	Extra duty pay for PD after hours	211-11-6116-0PD-130-30-510-000000-22F10	\$4,500.00
2	1	1	Professional development for TAs	Extra duty pay for tutoring after hours (Support Personnel)	211-11-6121-04E-130-30-510-000000-22F10	\$2,000.00
2	1	1	Extended Day Services for accelerated math instruction	Contracted instructional services	211-11-6299-04E-130-30-510-000000-22F10	\$24,100.00
2	1	1	General Supplies	Supplies and materials for instructional use	211-11-6399-04E-130-30-510-000000-22F10	\$2,000.00
2	3	1	Leadership PD on teacher pedagogy, shared leadership, and instructional best practices	Contracted professional development	211-13-6299-04E-130-30-510-000000-22F10	\$12,000.00
4	1	1	Supplies for attendance material and parent meetings	Family Engagement Specialist	211-61-6129-04L-130-30-510-000000-22F10	\$1,622.00
4	1	1	Snacks for student extended day; incentives	Snacks or incentives for students	211-11-6499-04E-130-30-510-000000-22F10	\$3,411.00
4	4	1	Student Attendance Incentives	Snacks or incentives for students	211-11-6499-04E-130-30-510-000000-22F10	\$1,378.00
Sub-Total						\$91,522.00
Budgeted Fund Source Amount						\$91,522.00

Title I (211)							
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount	
						+/- Difference	\$0.00
SCE (199 PIC 24)							
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount	
3	1	1	General Supplies	Supplies and materials for instructional use	199-11-6399-001-130-24-313-000000-	\$500.00	
4	2	1	Material for Restorative Practice training	Supplies and materials for instructional use	199-11-6399-001-130-24-313-000000-	\$836.00	
4	3	1	Professional Development Pay	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-130-24-313-000000-	\$1,000.00	
4	4	1	Student Attendance Incentives	Supplies and materials for instructional use	199-11-6399-001-130-24-313-000000-	\$500.00	
						Sub-Total	\$2,836.00
						Budgeted Fund Source Amount	\$2,836.00
						+/- Difference	\$0.00
						Grand Total	\$94,358.00