

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Courtade, Jodie

Campus Name: 130 - Beal ES, Harlean

Executive Director: Marion Mouton

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 2021.

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 2021.

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 2021.

School Profile

Student Enrollment by Program

Attendance Rate: 85

Special Education: 7.8

Dual Language/ESL: 52.1

Gifted and Talented: 9.5

Career and Technology: 0

Percentage of at-risk students: 67.9

Percentage of English Language (EL) students: 44.8

Percentage of economically disadvantage students: 92.9

2020-2021 Campus Site-Based Committee

Name	Role
Rhea Zanti	Teacher
Jeanina Martin	Teacher
Tanya Sides	Teacher
Kandria Russell	Campus Non-Teacher Professional
Karina Olalde	Campus Non-Teacher Professional
Verlinda Pierce	District Level Staff
Viviana Trujillo	Parent
Jodie Courtade	Principal
Lisa Bradley	Parent
Rosie Guerrero	Teacher
Office Dalia DelaCruz	Community Representative
Paula Nevil Tatum	Additional Representative Appointment
Samatha Morgan	Additional Representative Appointment
Rociell Minor	Teacher

Accountability Summary

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

Beginning with 2021-2022, 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	59 - F
Domain 2: School Progress 58	
Domain 3: Closing The Gaps 65	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievemnet 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 2020-2021 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

No 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 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
Demographics	<ol style="list-style-type: none"> Attendance consistently above 96%; student and staff tracking with incentives Low mobility rate Student enrollment consistently 400-410 	<ol style="list-style-type: none"> Continue attendance incentives 	<ol style="list-style-type: none"> 1. Significant amount of students reading below grade level expectation in grades 1-5 2. Increase use of data to drive instruction/lesson planning- particularly best practices associated with literacy 3. Work to provide more opportunities for meaningful student/parent engagement 4. Build school culture and pride
Student Achievement	<ol style="list-style-type: none"> Utilization of data folders in Kg-5 F & P and MAP tracking in lower grade K-1 Interim and benchmark data tracking in class and on campus google document 	<ol style="list-style-type: none"> Build accountability for PK Student awareness of data/TEKS utilizing folders 	
School Culture and Climate	<ol style="list-style-type: none"> Weekly staff and student incentives for attendance Excellent Eagle - student and staff recognition of efforts Monthly clubs 	<ol style="list-style-type: none"> Ensure incentives are done consistently Recognition throughout the year - this started in the Spring 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> All teachers highly qualified Professional planning opportunities built in to master schedule Coordinated efforts made for literacy and math based intervention 	<ol style="list-style-type: none"> Opportunities for vertical planning; content planning Intervention planning with Title I teacher, tutor and asst. 	
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> Development of IPCs for KG - 5 core content TEKS based planning every 6 week period Feedback aligned to lesson plans weekly. 	<ol style="list-style-type: none"> Coaching cycles for literacy teachers Tier 1 Lesson planning and implementation 	
Family and Community Involvement	<ol style="list-style-type: none"> Pastries with the principal every 6 week period Increased use of social media - including twitter Coordinated efforts with parent liaison for parent/community events 	<ol style="list-style-type: none"> Continue opportunities on monthly basis (increase) Work to involve community partners with school efforts - such as Forest Hill Public Library 	
School Context and Organization	<ol style="list-style-type: none"> Girl scouts; boy scouts and clubs After school program 	<ol style="list-style-type: none"> Incorporate more opportunities for students to engage in extracurricular activities alongside academics Safety patrol and other leadership building responsibility opportunities Student counsel 	

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Early Literacy -Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.	--	36.00	--	47	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Identify students in 3rd - 5th grade performing 1 or more year below grade level and provide intensive support via small group instruction, after school tutoring and pull-out.	Title I teacher will identify students performing below grade level in grades 3 and above, access and track students literacy growth throughout the year. Scheduling small group, tutoring, Saturday camps and any additional support.	Principal	10/1/2020	Title I	58,000	Not Started	By June 2021, identified students at each grade level will make at least 1.5 years worth of academic growth in literacy with provided supports.
2 Title I	Identify students in 1st and 2nd grade performing 1 or more year below grade level and provide intensive support via small group instruction, after school tutoring and pull-out.	Teacher assistant will work alongside teachers to provide small group instruction in the classroom to reduce the number of students in each group and address literacy skills on a smaller scale.	Principal	10/1/2020	Title I	21,000	Not Started	By June 2021 identified students in grades 1-2 will show at least 1.5 years worth of academic growth in literacy with provided supports.
3 SPED	Identify and provide intensive support to special education students to facilitate academic growth in literacy.	Provide tutoring and extra support to special education students beyond school hours who are not meeting grade level expectations.	Teacher(s)	10/19/2020	Special Education	1,450	Not Started	By June 2021, identified special education students will receive targeted support beyond school hours with literacy instruction to close gaps, resulting in at least 1.5 year's academic growth.
4	Identify and provide intensive support to general education students to facilitate academic growth in literacy.	Provide tutoring and extra support to general education students beyond school hours who are not meeting grade level expectations.	Teacher(s)	10/19/2020	Title I	3,550	Not Started	By June 2021, identified students performing 1 or more grade levels below will receive targeted support beyond school hours with literacy instruction to close gaps, resulting in at least 1.5 year's academic growth.

5	Title I	Increase instructional capacity and build alignment within campus among literacy teachers to ensure all students are provided opportunities for high quality literacy instruction.	Teachers will be provided the one day, each 6 week period to plan high quality lessons alongside colleagues, coaches and administration.		10/13/2020	Title I	5,000	Not Started	By June 2021, teachers will build instructional capacity and ability to plan and implement literacy lessons based in phonics and comprehension by being provided at least 6 vertical planning opportunities alongside colleagues, coaches and campus administration.
6	Title I	Facilitate students and teachers in having material needed to provide high quality instruction.	Provide material and technology needed to facilitate online and in person instruction including the making of sound cards and posters.	Principal	9/21/2020	Title I	8,197	Not Started	By, September 30, 2020 students and teachers will have material needed to facilitate high quality instruction both online and in person to ensure student success.
7	Title I	Increase access to technology resources in the classroom and during virtual learning.	Order 3 chromebook carts to be utilized among students to facilitate digital learning.	Instructional Leadership	10/5/2020	Title I	30,000	Not Started	By November 2020, students in grades will have access to technology in classroom and online to facilitate digital learning.
8	Title I	Create building-wide phonics and literacy consistency across campus and grade levels for student effectiveness and understanding.	Provide students and staff with literacy framework and daily structure.	Assistant Principal	9/30/2020	Local (Basic Allotment)	550	Not Started	By October 2020 students will have exposure to a consistent literacy framework utilized daily for phonics and comprehension.

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 2020-2021 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		47	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 SPED	Identify and provide intensive support to special education students to facilitate academic growth in math.	Provide tutoring and extra support to special education students beyond school hours who are not meeting grade level expectations.	Teacher(s)	10/19/2020	Special Education	1,451	Not Started	By June 2020, identified special education students will receive targeted support beyond school hours with literacy instruction to close gaps, resulting in at least 1.5 year's academic growth.
2 Title I	Identify and provide intensive support to general education students to facilitate academic growth in math.	Provide tutoring and extra support to general education students beyond school hours who are not meeting grade level expectations.		10/19/2020	Title I	3,550	Not Started	By June 2020, identified students performing 1 or more grade levels below will receive targeted support beyond school hours with math instruction to close gaps, resulting in at least 1.5 year's academic growth.
3 Title I	Increase instructional capacity and build alignment within campus among math teachers to ensure all students are provided opportunities for high quality math instruction.	Teachers will be provided one day, each 6 week period to plan high quality lessons alongside colleagues, coaches and administration.	Principal	10/13/2020	Title I	5,000	Not Started	By June 2021, teachers will build instructional capacity and ability to plan and implement high quality math lessons based in numerical awareness and problem solving by being provided at least 6 vertical planning opportunities alongside colleagues, coaches and campus administration.
4 Title I	Facilitate students and teachers in having material needed to provide high quality instruction.	Provide material and technology needed to facilitate online and in person instruction including the making of number cards and posters.	Principal	9/21/2020	Title I	8,198	Not Started	By, September 30, 2020 students and teachers will have material needed to facilitate high quality instruction both online and in person to ensure student success.

5	Title I	Create building-wide problem solving strategy to facilitate consistency across campus and grade levels for students.	Provide students and staff with problems solving strategies and program for building consistency.	Assistant Principal	9/14/2020	Local (Basic Allotment)	550	Not Started	By October 2020 students will have exposure to a consistent problem solving process utilized daily for reinforcement of skills.
6	Title I	Provide classroom technology to assist in implementation of lessons both virtually and in person.	Solicit teachers on needed technology items to facilitate learning and ensure each classroom has it.		10/31/2020	Title I	10,000	Not Started	By December 2020, each classroom teacher will have access to classroom technology necessary to facilitate student learning.

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:

Learning Environment Goals

Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline	
				10	
	Health Related Elementary - (Target 75%) Percentage of the 30 health lessons Grades K-5 the school health teacher delivers will increase from	5	15		
	By November 2020, we will provide PPE to students and teachers to provide a safe learning environment.		50%		
	PBIS - Students will participate in weekly character traits/building exercises to develop positive behaviors	0	weekly		

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	Provided PPE at a 1:2 ratio for students/staff for in-person learning to ensure a safe environment for learning.	Teachers and students will receive poll to determine things necessary for safe environment for learning. Items will be provided for safety.	Principal	11/2/2020	SCE	3,372	Not Started	Increased safety for students and staff.
2	Ensure student and staff safety within the building during in person instruction.	Provide monthly opportunities to engage and educate parents on student learning.	Instructional Leadership	6/30/2021	Gifted & Talented	338	Not Started	By October 2020 there will be 1:2 ratio of personal protective equipment for each student and staff member.
3	Ensure student and staff safety within the building during in person instruction.	Provide monthly opportunities to engage and educate parents on student learning.	Instructional Leadership	6/30/2021	Bilingual	828		By October 2020 there will be 1:2 ratio of personal protective equipment for each student and staff member.
4	Ensure student and staff safety within the building during in person instruction.	Provide monthly opportunities to engage and educate parents on student learning.	Instructional Leadership	6/30/2021	Local (Basic Allotment)	5,100	Not Started	By October 2020 there will be 1:2 ratio of personal protective equipment for each student and staff member.
5	Title I Students will participate in at least 15 of the required 30 lessons for health	Meet with PE/health teachers at least once per 6 week period to determine lessons and when they will be taught.	Principal,Assistant Principal	10/19/2020		0	On Target	By June 2020, students in grades KG-5 will participate in at least 15 of the 30 required health related lessons provided by either the teacher of record for health or PE teacher.
6	Build knowledge and understanding of basic character traits to reduce the amount of disruptive behavior in the classroom. Traits targeted: trustworthy, respectful, responsible, caring, fair, good citizen	Provide weekly structure of lessons, emphasizing each on announcement. Provide weekly videos of each character traits and let students "win" spirit stick when trait is mastered.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	10/19/2020		0	On Target	By June 2021, students will have the opportunity to participate in character trait building on a 6 week rotating cycle.

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:

