

**Fort Worth Independent School District**  
**130 Harlean Beal Elementary School**  
**2024-2025 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.*

-

## Vision

### Vision:

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

## Value Statement

Success

Organized

Accountable

Responsible

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# Comprehensive Needs Assessment

Revised/Approved: March 21, 2024

## Demographics

### Demographics Summary

Harlean Beal Elementary, formerly known as Forest Hills Elementary, is located at 5615 Forest Hills Dr., in Forest Hills TX. It is one of two schools located in the suburb of Forest Hills that serves students within the Fort Worth ISD. The school's namesake, Harlean Berry Beal, was the school's first African American principal, a position she held from 1984 to her retirement in 1996.

Harlean Beal Elementary currently serves approximately 315 students in grades PK-5. During the 2023-24 academic year, the school began a partnership with Headstart to start accepting both 3 and 4-year-old students in the PK classrooms. The student population served at Harlean Beal is 63% (205) Hispanic, 35% (110) Black, and 2% other. 45% (140) of students have a first language other than English. At Harlean Beal we serve both dual language (Spanish being the most dominant) and non-dual language students.

12% of our students make up the special education population and receive either inclusive, resource, speech or self-contained services in our SEAS(Social, Emotional, and Academic Support) classroom, while 8% are considered gifted and talented and receive pull-out services. 3% of our student population receives dyslexia services provided by a specialized teacher in pull-out.

Our current attendance rate 94.93%. At the end of the 22-23 school year, the attendance rate was 92.89%. This percentage shows an increase and progress towards our campus goal of being at least 95%.

The students at Harlean Beal are served by 21 teachers in grades PK-5th, PE, Art, Music, Special Education and Dyslexia. Of those 21 teachers 42% of them have 5 or more years experience in education in the grade level they are assigned to.

### Demographics Strengths

Harlean Beal is the definition of a community school. Students mobility rate is low and in most cases students remain here from PK-5th grade. Over 80% of the students are transported to school via parent drop-off or walking. The parents are engaged and committed to ensuring their students are successful.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 20% (64 of 311) of students have chronic attendance concerns, meaning absences total 10 or more school days. Of the 64 students, 19 are PK, 14 are KG, and 12 are 4th grade. **Root Cause:** Lack of initiatives that focus on accountability for attendance concerns in PK and KG. Lack of consistency within staffing for 4th grade.

# Student Learning

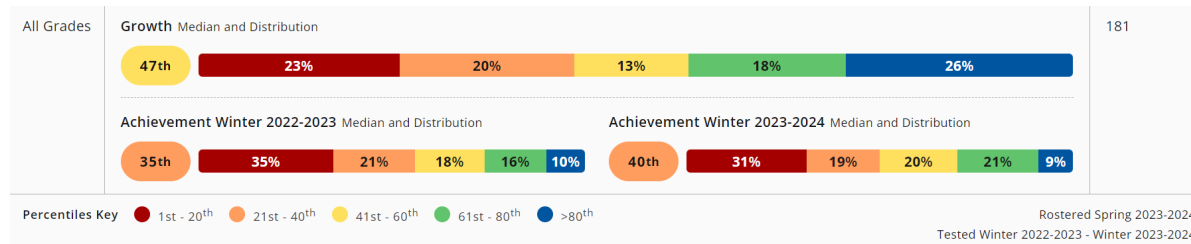
## Student Learning Summary

The students at Harlean Beal are growing in specific areas and contents but overall have not shown much collected growth as a campus based on MAP Growth data. In math we showed an overall increase in our average achievement from 35th percentile to the 40th percentile. We also have some grade levels, specifically first, fourth and fifth that had above average growth for math. Respectfully in reading, our overall student achievement did increase from 30th to 37th percentile and grades 3 and 5 had above average growth.

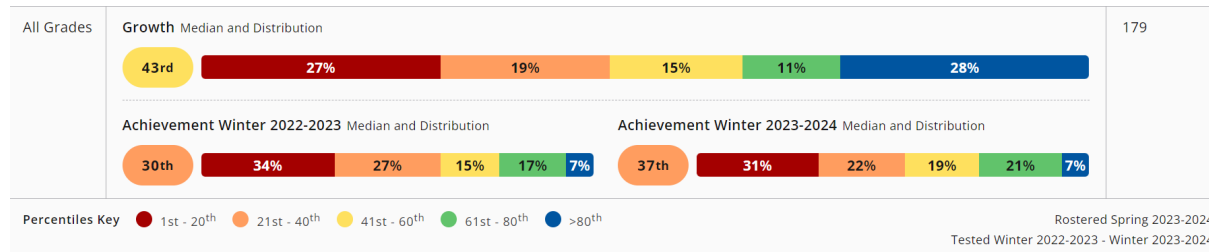
Compared to the schools in our pyramid, our student's are performing at or near the top 50% in all interim assessments for both reading and math, except 4th grade reading. Our campus had the top scores in the pyramid in 5th grade math and literacy. We are also seeing increased numbers in students performing at the meets and masters levels in all STAAR grade levels than previous years .

## Student Learning Strengths

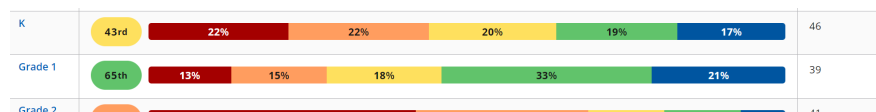
We have shown small gains in our overall academic achievement in math school wide, increasing from the 35th to the 40th percentile.

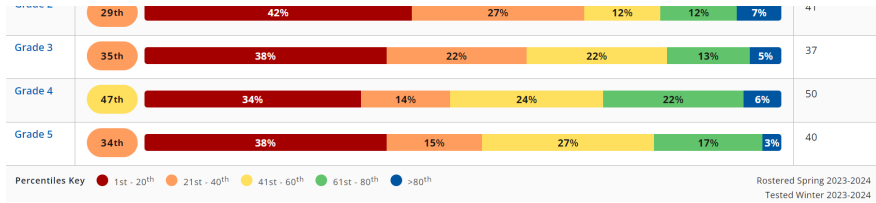


We have shown small gains in our overall academic achievement in reading school wide, increasing from the 30th to the 37th percentile.

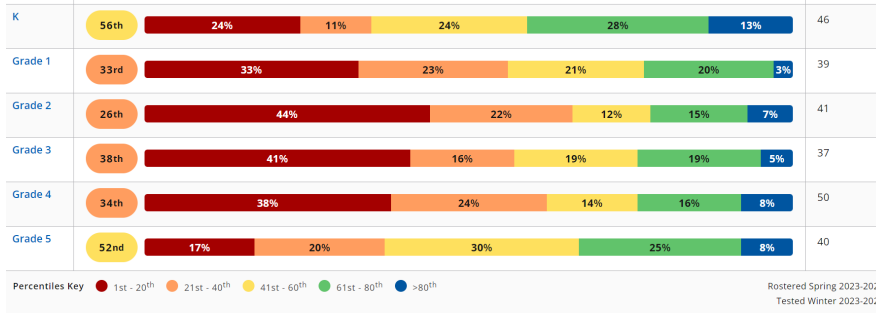


Some of our math grade level strengths shown in the graph below include First grade students performing at the 65th percentile, and both kinder and first grade students have at least half of their grade level students at the 40th percentile or higher.





Some of our reading grade level strengths shown in the graph below include both kinder and fifth graders have at least half or their students performing at the 40th percentile or above.



### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Student achievement average percentile in math and reading is 29 and 28 percent respectively. **Root Cause:** Lack of content knowledge and professional development opportunities on embedding extensions and critical thinking into instruction.

# School Processes & Programs

## School Processes & Programs Summary

### Professional Practices

This year we worked on building teacher capacity through collaboration and strategic planning. As a result, teacher leaders were selected to provide professional development to their colleagues on building initiatives, data collection/analysis, and technology. These voluntary meetings began in December and occurred on Tuesdays after school in two-hour increments. In addition, they were offered over 10 weeks.

Another focus was implementing data-driven instructional practices into the classroom, utilizing Bambrick's model for planning and analyzing student work. Teachers and staff were charged with reviewing work daily to intervene or extend immediately based on student response. Teachers worked to reteach material to students through modeling or guided discourse. In addition, teachers provided feedback to students on their progression through mastering the TEKS utilizing small group instruction.

### Programs

To increase student accountability and cohesion, we have reestablished our TEAMS system. Utilizing this collaborative work among students, we have begun to recognize completion of tasks including Dreambox, Lexia and other district initiative. In addition to these programs we incorporated iReady, Accelerated Reader and STAAR mastery into instruction to build student capacity.

## School Processes & Programs Strengths

Teacher utilization of know/show charts and analyzing student work has positively impacted student outcomes on classwork and assessments.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Campus trends show over 75% Tier 1 instruction includes remediation and lacks consistent opportunities for extensions and critical thinking thus negatively impacting student achievement. **Root Cause:** Lack of content knowledge and professional development opportunities on embedding extensions and critical thinking into instruction.

**Problem Statement 2 (Prioritized):** Campus trends show over 75% of Tier 1 instruction includes remediation and lacks consistent opportunities for extensions and critical thinking thus negatively impacting student achievement. **Root Cause:** Lack of educational opportunities outside of the classroom that interest students and elicit critical thinking.

# Perceptions

## Perceptions Summary

To support instruction, we focused on student attendance. The average daily attendance for the 22-23 school year was 92.86%. We made a goal of increasing that by at least 2 percentage points. Leadership implemented a systemic way to track attendance weekly and monitored on a bulletin board in the front hallway. Classes were provided incentives for having the most days with perfect attendance. The assistant principal was intentional about meeting with parents of students with chronic absences, making phone calls or sending text messages. Chronically absent students had a separate incentive program to increase attendance, as well. As a result significant gains were made across each six week period.

This year we have focused on teacher retention. To create a positive culture and climate we implemented Monday Morning Huddles. During this time we highlighted staff members who were meeting campus goals, leading initiatives or generally doing a great job within the building. We reinforced look-fors and foreshadowed any visits for the week. In addition, we allowed the opportunity to ask and answer any lingering questions. Along with these measures we included a staff survey to provide leadership feedback on measures to increase support and belonging for all staff members. As a result, leadership developed and implemented monthly engagement activities

## Perceptions Strengths

Location	22-23 3rd Six Weeks	23-24 3rd Six Weeks	3rd Six Weeks Change	22-23 4th Six Weeks	23-24 4th Six Weeks
130 Harlean Beal ES	91.68%	94.51%	2.83%	90.93%	
District Total	91.35%	92.29%	0.94%	91.67%	

Location	23-24 3rd Six Weeks	3rd Six Weeks Change	22-23 4th Six Weeks	23-24 4th Six Weeks
130 Harlean Beal ES	10.92%	-12.79%	23.77%	
District Total	19.23%	-5.80%	22.53%	

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Limited opportunity and choice for extended learning and extra curricular opportunities outside of school. **Root Cause:** Lack of adequate funding to support after school services for PK-2nd grade students.



# Priority Problem Statements

**Problem Statement 1:** Campus trends show over 75% of Tier 1 instruction includes remediation and lacks consistent opportunities for extensions and critical thinking thus negatively impacting student achievement.

**Root Cause 1:** Lack of educational opportunities outside of the classroom that interest students and elicit critical thinking.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** 20% (64 of 311) of students have chronic attendance concernings, meaning absences total 10 or more school days. Of the 64 students, 19 are PK, 14 are KG, and 12 are 4th grade.

**Root Cause 2:** Lack of initiatives that focus on accountability for attendance concerns in PK and KG. Lack of consistency within staffing for 4th grade.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Limited opportunity and choice for extended learning and extra curricular opportunities outside of school.

**Root Cause 3:** Lack of adequate funding to support after school services for PK-2nd grade students.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** Student achievement average percentile in math and reading is 29 and 28 percent respectively.

**Root Cause 4:** Lack of content knowledge and professional development opportunities on embedding extensions and critical thinking into instruction.

**Problem Statement 4 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- Planning and decision making committee(s) meeting data

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- RDA data
- Local Accountability Systems (LAS) data

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

# Goals

Revised/Approved: January 20, 2025

## Goal 1: 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 2025.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 87% to 95% by May 2025.

Increase the percentage of English Language Learners on our campus on Track on Circle Phonological Awareness from 79% to 89% by May 2025.

**Evaluation Data Sources:** CLI Engage, campus-based assessments

**Strategy 1:** Develop the capacity of PK teachers (both English and Spanish) by providing professional development that aligns to analyzing student work, building phonological awareness and instructional best practices through in-district and outside sources such as Region 11.

**Strategy's Expected Result/Impact:** Teachers will build content knowledge and provide data-driven instruction that focuses on meeting individual needs of students in our to build foundational literacy skills.

**Staff Responsible for Monitoring:** Campus Coach, Instructional Leadership Team

### Title I:

2.4, 2.6





#### - TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

#### - ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> By September, 30, the Instructional Leadership Team, alongside teachers will determine professional development opportunities based on need and plan intentional opportunities to engage for the 1st semester of learning.</p> <p><b>Intended Audience:</b> PK Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> District Early Learning Dept., Campus Coach</p> <p><b>Date(s) / Timeframe:</b> September - December (on going throughout the year, as needed)</p> <p><b>Collaborating Departments:</b> Early Learning, Region 11, approved outside source</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Professional development aligned to goals - TITLE I (211) - 211-13-6299-04E-130-30-510-000000-25F10 - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> By October 30, the Instructional Leadership Team, alongside teachers will determine a systematic way to track progress towards phonological awareness goals, including analyzing student classwork and Gold data.</p> <p><b>Intended Audience:</b> PK Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> District Early Learning Dept., Campus Coach</p> <p><b>Date(s) / Timeframe:</b> October - May (including ongoing monitoring throughout the year)</p> <p><b>Collaborating Departments:</b> Early Learning, approved outside sources</p> <p><b>Delivery Method:</b> In person</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 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Student achievement average percentile in math and reading is 29 and 28 percent respectively. <b>Root Cause:</b> Lack of content knowledge and professional development opportunities on embedding extensions and critical thinking into instruction.</p>

**Goal 1: 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 2025.

**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 44% to 50% by May 2025.

Increase the percentage of Special Education students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 21% to 30% by May 2025.

**Evaluation Data Sources:** MAP fluency, progress check within MAP fluency, campus-based assessments

**Strategy 1:** Develop the capacity of literacy teachers to incorporate strategies aligned and practiced in HB3 reading academies to develop foundational literacy skills that increase overall fluency and comprehension.

**Strategy's Expected Result/Impact:** Teachers will increase knowledge on lesson planning and delivery, as well as tracking of foundational literacy skills.

**Staff Responsible for Monitoring:** Campus Coach, Instructional Leadership Team

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools


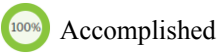
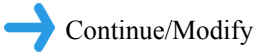

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> By September, 30, the Instructional Leadership Team, alongside teachers will determine professional development opportunities based on need and plan intentional opportunities to engage for the 1st semester of learning.</p> <p><b>Intended Audience:</b> Literacy Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Coach, Humanities Dept., Region 11 or other district approved resource</p> <p><b>Date(s) / Timeframe:</b> September - Ongoing as professional development needs arise</p> <p><b>Collaborating Departments:</b> Humanities, Region 11 or other district approved resource</p> <p><b>Delivery Method:</b> in person</p> <p><b>Funding Sources:</b> Professional development aligned to goal - TITLE I (211) - 211-13-6299-04E-130-30-510-000000-25F10 - \$3,417</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> By October 30, the Instructional Leadership Team, alongside teachers will determine progress check points utilizing MAP fluency to determine progress on mastering foundation literacy skills and increasing fluency rate. Provide a TA to support facilitation.</p> <p><b>Intended Audience:</b> Literacy Teacher</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Coach, Instructional Leadership Team, Lead Campus Literacy Teacher</p> <p><b>Date(s) / Timeframe:</b> October</p> <p><b>Collaborating Departments:</b> Humanities, ADQ</p> <p><b>Delivery Method:</b> in person</p> <p><b>Funding Sources:</b> All In Learning - BASIC (199 PIC 11) - 199-11-6321-XXX-130-11-313-000000- - \$4,200, TA 1 Bilingual - TITLE I (211) - 211-11-6129-04E-130-30-510-000000-25F10 - \$26,894</p>	Formative		Summative	
	Nov	Jan	Mar	June

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Student achievement average percentile in math and reading is 29 and 28 percent respectively. <b>Root Cause:</b> Lack of content knowledge and professional development opportunities on embedding extensions and critical thinking into instruction.</p>

**Goal 1: 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 2025.

**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 45% to 55% by May 2025.

Increase the percentage of African American student who meet or exceed projected growth on MAP Growth Reading in English from 37% to 47% by May 2025.

**Evaluation Data Sources:** MAP Growth, Campus and District based assessments

**Strategy 1:** Increase teacher capacity to identify student needs based on assessment information and provide instruction aligned to those needs in order to facilitate growth.

**Strategy's Expected Result/Impact:** Teacher will develop the ability to identify Tier 1 instructional practices that incorporate extensions and remediation as needed to facilitate growth for students.

**Staff Responsible for Monitoring:** Admin

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> By December 2024, teachers and admin will develop a schedule of intentional opportunities to extend and remediate learning within their lesson or through other sources that will be monitored through observations and feedback cycles.</p> <p><b>Intended Audience:</b> Teachers and Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, District approved outside sources</p> <p><b>Date(s) / Timeframe:</b> August - May (solidified schedule by December)</p> <p><b>Collaborating Departments:</b> Humanities, Math and Science</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Instructional services through museum school, etc to extend student learning - TITLE I (211) - 211-11-6299-04E-130-30-510-000000-25F10 - \$15,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
	Empty review cells			

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Provide literacy incentives to students (in terms of take home books) for performance on literacy embedded instructional material</p> <p><b>Intended Audience:</b> Students  <b>Provider / Presenter / Person Responsible:</b> Librarian  <b>Date(s) / Timeframe:</b> August - December  <b>Collaborating Departments:</b> Library Media Services  <b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Accelerated Reader - BASIC (199 PIC 11) - 199-11-6329-XXX-130-11-313-000000- - \$2,500, Library Books - BASIC (199 PIC 11) - 199-11-6329-XXX-130-11-313-000000- - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> General supplies and materials to facilitate remediation and interventions to support student growth in literacy and provide professional development to staff to develop capacity.</p> <p><b>Intended Audience:</b> Teachers, Admin  <b>Provider / Presenter / Person Responsible:</b> Admin  <b>Date(s) / Timeframe:</b> August-May  <b>Collaborating Departments:</b> Humanities, SPED  <b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> General Supplies - SPED (199 PIC 23) - \$1,878, Professional Development - SCE (199 PIC 24) - 199-13-6411-001-130-24-313-000000- - \$3,690, General Supplies - BEA (199 PIC 25) - 199-11-6399-001-130-25-313-000000 - \$1,058</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:**

School Processes & Programs
<p><b>Problem Statement 2:</b> Campus trends show over 75% of Tier 1 instruction includes remediation and lacks consistent opportunities for extensions and critical thinking thus negatively impacting student achievement. <b>Root Cause:</b> Lack of educational opportunities outside of the classroom that interest students and elicit critical thinking.</p>



**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from 91% to 95% by May 2025.  
Increase the percentage of ELL student on our campus from 79% to 90% by May 2025.

**High Priority**

**Evaluation Data Sources:** CLI

**Strategy 1:** Develop the capacity of PK teachers by providing PD through PLCs and outside sources on data-driven instruction, and instructional best practices associated with mathematics

**Strategy's Expected Result/Impact:** Teachers will provide intentional instruction that aligns to building student capacity in math.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.4, 4.2

**- TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> By September 30, teacher and admin will identify professional development needs to foster the development of foundational math skills, hands-on learning and proficiency in Creative Curriculum. <b>Intended Audience:</b> PK teachers <b>Provider / Presenter / Person Responsible:</b> Campus Coach, ILT <b>Date(s) / Timeframe:</b> October - May <b>Collaborating Departments:</b> Early Learning <b>Delivery Method:</b> In person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> By September 30, teachers and admin will develop a systematic way to track and monitor progress on PK guidelines associated with the development of foundational math skills in order to increase performance on CLI&gt;</p> <p><b>Intended Audience:</b> PK Teachers  <b>Provider / Presenter / Person Responsible:</b> Campus Coach, ILT  <b>Date(s) / Timeframe:</b> September - May  <b>Collaborating Departments:</b> Early Learning  <b>Delivery Method:</b> In person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Student achievement average percentile in math and reading is 29 and 28 percent respectively. <b>Root Cause:</b> Lack of content knowledge and professional development opportunities on embedding extensions and critical thinking into instruction.</p>

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

**Performance Objective 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 0% to 0% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 0% to 0% by May 2025.

**Strategy 1:** Develop the capacity of math teachers to incorporate strategies connected to aligned tier 1 instruction and foundation math skills, increasing number sense and student math achievement.

**Strategy's Expected Result/Impact:** Teachers will increase knowledge on lesson alignment and instruction for foundational math skills.

**Staff Responsible for Monitoring:** Campus Coach, Instructional leadership team.

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**


Build a foundation of reading and math


**- ESF Levers:**


Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> By September 30, the Instructional Leadership Team, alongside teachers will determine professional development opportunities based on need and plan intentional opportunities to engage for the 1st semester of learning</p> <p><b>Intended Audience:</b> Math Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Coach, Instructional Leadership Team, Lead Campus Math Teacher</p> <p><b>Date(s) / Timeframe:</b> October</p> <p><b>Collaborating Departments:</b> Mathematics, ADQ</p> <p><b>Delivery Method:</b> in person</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

## Student Learning

**Problem Statement 1:** Student achievement average percentile in math and reading is 29 and 28 percent respectively. **Root Cause:** Lack of content knowledge and professional development opportunities on embedding extensions and critical thinking into instruction.

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

**Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 55% to 70% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 28% to 50% by May 2025.

**High Priority**

**Evaluation Data Sources:** MAP Growth Math

**Strategy 1:** Increase teacher capacity to identify student needs based on assessment information and provide instruction aligned to those needs in order to facilitate growth.

**Strategy's Expected Result/Impact:** Teacher will develop the ability to identify Tier 1 instructional practices that incorporate extensions and remediation as needed to facilitate growth for students.

**Staff Responsible for Monitoring:** Admin

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide materials and supplies needed to support instructional practices that incorporate enrichment and remediation.</p> <p><b>Intended Audience:</b> Math Teachers  <b>Provider / Presenter / Person Responsible:</b> Admin  <b>Date(s) / Timeframe:</b> August-May  <b>Collaborating Departments:</b> Math and Science  <b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-130-11-313-000000- - \$2,050, General Supplies - GT (199 PIC 21) - \$420, General Supplies - UNDISTRIBUTED (199 PIC 99) - 199-13-6399-XXX-130-99-313-000000- - \$3,450</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:**

Student Learning
<p><b>Problem Statement 1:</b> Student achievement average percentile in math and reading is 29 and 28 percent respectively. <b>Root Cause:</b> Lack of content knowledge and professional development opportunities on embedding extensions and critical thinking into instruction.</p>

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

**Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 35% to 42% by May 2025. Increase the percentage of ELL students scoring at MEETS or above on STAAR Reading from 30% to 35% by May 2025.

**High Priority**

**Evaluation Data Sources:** STAAR and District approved Interim/Benchmark test.

**Strategy 1:** Identify students who are performing below MEETS expectations and provide additional learning opportunities aligned to their needs in order to facilitate growth.

**Strategy's Expected Result/Impact:** Number of students not meeting expectation will decrease due to facilitation on learning opportunities.

**Staff Responsible for Monitoring:** Teachers, Campus Coach, Admin

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide tutoring or Saturday learning opportunities to address specific needs of students who are in danger of not meeting expectations.</p> <p><b>Intended Audience:</b> At-RiskStudents</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, District approved tutor</p> <p><b>Date(s) / Timeframe:</b> September - November January - March</p> <p><b>Collaborating Departments:</b> School, District approved tutor</p> <p><b>Delivery Method:</b> in person</p> <p><b>Funding Sources:</b> Snacks/Incentivesfor tutoring or extended learning opportunity - TITLE I (211) - 211-11-6499-04E-130-30-510-000000-25F10 - \$1,500, Tutoring and/or Saturday Learning Pay for Teachers - TITLE I (211) - 211-11-6116-04E-130-30-510-000000-25F10 - \$6,400, Tutoring and/or Saturday Learning Pay for Teacher Assts. - TITLE I (211) - 211-11-6121-04E-130-30-510-000000-25F10 - \$800</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Provide up-to-date technology and the ability to make color copies of material to utilize at school and home to enhance learning</p> <p><b>Intended Audience:</b> School Leadership</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal and Assistant Principal</p> <p><b>Date(s) / Timeframe:</b> July</p> <p><b>Collaborating Departments:</b> Student Support</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Color Printer and laptops - UNDISTRIBUTED (199 PIC 99) - 199-23-6396-XXX-130-99-313-000000- - \$4,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Student achievement average percentile in math and reading is 29 and 28 percent respectively. <b>Root Cause:</b> Lack of content knowledge and professional development opportunities on embedding extensions and critical thinking into instruction.</p>



**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

**Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 24% to 34% by May 2025.  
 Increase the percentage of ELL students scoring at MEETS or above on STAAR Math from 27% to 37% by May 2025.

**High Priority**

**Evaluation Data Sources:** STAAR and District approved Interim/Benchmark tests

**Strategy 1:** Identify students who are performing below MEETS expectations and provide additional learning opportunities aligned to their needs in order to facilitate growth.

**Strategy's Expected Result/Impact:** Number of students not meeting expectation will decrease due to facilitation on learning opportunities.

**Staff Responsible for Monitoring:** Teachers, Campus Coach, Admin

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide tutoring or Saturday learning opportunities to address specific needs of students who are in danger of not meeting expectations.</p> <p><b>Intended Audience:</b> At-risk students</p> <p><b>Provider / Presenter / Person Responsible:</b> Teacher, Support Staff, District Approved Tutor</p> <p><b>Date(s) / Timeframe:</b> September - November January - March</p> <p><b>Collaborating Departments:</b> School, District approved tutor</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Teacher to provide tutoring/Sat. Learning to students - TITLE I (211) - 211-11-6116-04E-130-30-510-000000-25F10 - \$5,000, Snacks/Incentives for tutoring - TITLE I (211) - 211-11-6499-04E-130-30-510-000000-25F10 - \$1,500, Support staff to provide tutoring/Sat. Learning to students - TITLE I (211) - 211-11-6121-04E-130-30-510-000000-25F10 - \$800</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Student achievement average percentile in math and reading is 29 and 28 percent respectively. **Root Cause:** Lack of content knowledge and professional development opportunities on embedding extensions and critical thinking into instruction.

**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 have excessive absences (1 or more courses below 90% attendance) from 14.5% to 10% by May 2025.

Decrease the number and percentage of African American students who have excessive absences (1 or more courses below 90%) from 18% to 10% by May 2025.

**High Priority**

**Evaluation Data Sources:** Focus and daily attendance reports

**Strategy 1:** Align and leverage programs, resources and MTSS to improve excessive absence percentage by mitigating factors that affect absenteeism.

**Strategy's Expected Result/Impact:** Decrease factors contributing to students missing school.

**Staff Responsible for Monitoring:** Assistant Principal

**Title I:**

2.6





**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Utilize campus attendance committee to develop and monitor a system for tracking absences to offer support to students at-risk of excessive absences including those from previous school year, while offering communication and support to families.</p> <p><b>Intended Audience:</b> Students, Parents of students at-risk  <b>Provider / Presenter / Person Responsible:</b> Assistant Principal  <b>Date(s) / Timeframe:</b> September- May  <b>Collaborating Departments:</b> Student Support, Guidance and Counseling  <b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Incentive for student attendance - TITLE I (211) - 211-11-6499-04E-130-30-510-000000-25F10 - \$1,000, Material needed for parent involvement and communication - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-130-30-510-000000-25F10 - \$1,920, General Supplies - TITLE I (211) - 211-11-6399-04E-130-30-510-000000-25F10 - \$3,417</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Utilize attendance committee to plan and organize field trips that align to curriculum but promote attendance for students in grades PK-5.</p> <p><b>Intended Audience:</b> Students, Parents of students at-risk  <b>Provider / Presenter / Person Responsible:</b> Assistant Principal  <b>Date(s) / Timeframe:</b> Every 6 weeks for 1-5  <b>Collaborating Departments:</b> Student support system  <b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Field trips to support attendance - TITLE I (211) - 211-11-6299-04E-130-30-510-000000-25F10 - \$5,000</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 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 20% (64 of 311) of students have chronic attendance concernings, meaning absences total 10 or more school days. Of the 64 students, 19 are PK, 14 are KG, and 12 are 4th grade. <b>Root Cause:</b> Lack of initiatives that focus on accountability for attendance concerns in PK and KG. Lack of consistency within staffing for 4th grade.</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:** Decrease the number of out of school suspensions for African American students 3% to 1% May 2025.

**Evaluation Data Sources:** Focus and Branching Minds discipline referral report

**Strategy 1:** Align and leverage programs, resources and MTSS to improve campus culture and help mitigate factors contributing to office referral in classroom and transitional spaces.

**Strategy's Expected Result/Impact:** Decrease factors contributing to office referrals.

**Staff Responsible for Monitoring:** Assistant principal

**Title I:**

2.4, 2.6, 4.1

**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 2 - Perceptions 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Utilize campus discipline committee to identify students who are at-risk of referral resulting in suspension and provide systematic check-ins, monitoring, home visits (as needed), incentives, acceleration and artistic opportunities, extracurricular/technology clubs, small group guidance lessons and point-tracking systems to mitigate behaviors and minimize likelihood of suspension.</p> <p><b>Intended Audience:</b> Students at-risk or previously suspended</p> <p><b>Provider / Presenter / Person Responsible:</b> Assistant Principal, Student support team</p> <p><b>Date(s) / Timeframe:</b> August - May</p> <p><b>Collaborating Departments:</b> Student Support Services, Guidance and Counseling</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Behavioral support incentives - TITLE I (211) - 211-11-6499-04E-130-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Campus trends show over 75% of Tier 1 instruction includes remediation and lacks consistent opportunities for extensions and critical thinking thus negatively impacting student achievement. <b>Root Cause:</b> Lack of educational opportunities outside of the classroom that interest students and elicit critical thinking.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Limited opportunity and choice for extended learning and extra curricular opportunities outside of school. <b>Root Cause:</b> Lack of adequate funding to support after school services for PK-2nd grade students.

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Professional development aligned to goals	Contracted professional development	211-13-6299-04E-130-30-510-000000-25F10	\$2,000.00
1	2	1	1	Professional development aligned to goal	Contracted professional development	211-13-6299-04E-130-30-510-000000-25F10	\$3,417.00
1	2	1	2	TA 1 Bilingual	Title I Bilingual Teacher Assitant	211-11-6129-04E-130-30-510-000000-25F10	\$26,894.00
1	3	1	1	Instructional services through museum school, etc to extend student learning	Contracted instructional services	211-11-6299-04E-130-30-510-000000-25F10	\$15,000.00
3	1	1	1	Snacks/Incentivesfor tutoring or extended learning opportunity	Snacks or incentives for students	211-11-6499-04E-130-30-510-000000-25F10	\$1,500.00
3	1	1	1	Tutoring and/or Saturday Learning Pay for Teacher Assts.	Extra duty pay for tutoring after hours (Support Staff)	211-11-6121-04E-130-30-510-000000-25F10	\$800.00
3	1	1	1	Tutoring and/or Saturday Learning Pay for Teachers	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-130-30-510-000000-25F10	\$6,400.00
3	2	1	1	Support staff to provide tutoring/Sat. Learning to students	Extra duty pay for tutoring after hours (Support Staff)	211-11-6121-04E-130-30-510-000000-25F10	\$800.00
3	2	1	1	Teacher to provide tutoring/Sat. Learning to students	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-130-30-510-000000-25F10	\$5,000.00
3	2	1	1	Snacks/Incentives for tutoring	Snacks or incentives for students	211-11-6499-04E-130-30-510-000000-25F10	\$1,500.00
4	1	1	1	Incentive for student attendance	Snacks or incentives for students	211-11-6499-04E-130-30-510-000000-25F10	\$1,000.00
4	1	1	1	General Supplies	Supplies and materials for instructional use	211-11-6399-04E-130-30-510-000000-25F10	\$3,417.00
4	1	1	2	Field trips to support attendance	Contracted instructional services	211-11-6299-04E-130-30-510-000000-25F10	\$5,000.00

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1	Behavioral support incentives	Snacks or incentives for students	211-11-6499-04E-130-30-510-000000-25F10	\$1,000.00
<b>Sub-Total</b>							\$73,728.00
<b>Budgeted Fund Source Amount</b>							\$73,728.00
<b>+/- Difference</b>							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Material needed for parent involvement and communication	Supplies and materials for parental involvement	211-61-6399-04L-130-30-510-000000-25F10	\$1,920.00
<b>Sub-Total</b>							\$1,920.00
<b>Budgeted Fund Source Amount</b>							\$1,920.00
<b>+/- Difference</b>							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	All In Learning	INSTRUCTION   INSTRUCTIONAL MATERIALS	199-11-6321-XXX-130-11-313-000000-	\$4,200.00
1	3	1	2	Accelerated Reader	INSTRUCTION   OTHER READING MATERIALS	199-11-6329-XXX-130-11-313-000000-	\$2,500.00
1	3	1	2	Library Books	INSTRUCTION   OTHER READING MATERIALS	199-11-6329-XXX-130-11-313-000000-	\$3,000.00
2	3	1	1	General Supplies	INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-130-11-313-000000-	\$2,050.00
<b>Sub-Total</b>							\$11,750.00
<b>Budgeted Fund Source Amount</b>							\$11,750.00
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1	General Supplies	GENERAL SUPPLIES		\$420.00



GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Sub-Total</b>							\$420.00
<b>Budgeted Fund Source Amount</b>							\$420.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	General Supplies	GENERAL SUPPLIES		\$1,878.00
<b>Sub-Total</b>							\$1,878.00
<b>Budgeted Fund Source Amount</b>							\$1,878.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	Professional Development	Professional Development (Employee Only)	199-13-6411-001-130-24-313-000000-	\$3,690.00
<b>Sub-Total</b>							\$3,690.00
<b>Budgeted Fund Source Amount</b>							\$3,690.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	General Supplies	Supplies and materials - instruction	199-11-6399-001-130-25-313-000000	\$1,058.00
<b>Sub-Total</b>							\$1,058.00
<b>Budgeted Fund Source Amount</b>							\$1,058.00
<b>+/- Difference</b>							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1	General Supplies	STAFF DEVELOPMENT   GENERAL SUPPLIES	199-13-6399-XXX-130-99-313-000000-	\$3,450.00

**UNDISTRIBUTED (199 PIC 99)**

<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Action Step</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
3	1	1	2	Color Printer and laptops	SCHOOL LEADERSHIP   TECHNOLOGY < \$5000	199-23-6396-XXX-130-99-313-000000-	\$4,000.00
<b>Sub-Total</b>							\$7,450.00
<b>Budgeted Fund Source Amount</b>							\$7,450.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$101,894.00
<b>Grand Total Spent</b>							\$101,894.00
<b>+/- Difference</b>							\$0.00

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024