Fort Worth Independent School District

130 Harlean Beal Elementary School

2026-2027 Campus Improvement Plan

Board Approval Date: November 10, 2026

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

Success

Organized

Accountable

Responsible

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

The origins of our current school building date back to 1949 when a new structure was erected to address the issue of overcrowding in an existing facility on the same site. This initial building, designed by L. C. Cavitt, was a single-story structure comprising ten classrooms and was influenced by the International Movement in architectural style. This design choice reflected a modernist approach, emphasizing simplicity and functionality, which was quite progressive for its time.

In the late 1950s, specifically as part of the 1956 Building Program, the school underwent its first significant expansion. Six additional classrooms were added, designed by Robert P. Woltz, Jr., to accommodate the growing student population. This expansion marked the beginning of a series of developments that would continue over the decades, each contributing to the evolving educational environment of our school.

The most transformative change occurred under the 1999 Bond Program, which led to the demolition of most of the historic school structure. A new school was constructed on the site, designed by Wadkins and Associates and built by Scott and Reed, a general contracting firm. Despite the extensive redevelopment, the 1990 addition to the former school was preserved, maintaining a link to the past while embracing modern educational facilities.

Our school proudly bears the name of Harlean Berry Beal, who was the first African American principal of the school. She served with distinction from 1984 until her retirement in 1996. Her leadership and dedication to education have left a lasting legacy, and her name continues to inspire our school community.

We are one of two FWISD schools located in the City of Forest Hill, TX and currently serve students who reside in Forest Hill and Fort Worth, TX. Our student enrollment sits at approximately 320. We currently have 163 EB Students at 51% and 94% identified as Economic Disadvantage. Our student population currently consists of 65% Hispanic, 26% African American, 5% White, 1% Asian, .03% Indian and 3% Two or more.

Demographics Strengths

Our school's super power comes from our diversity students and staff enrich each other with their cultural wealth. Staff feels safe, supported and welcomed. Our school thrives as a community-centered institution, fostering close and collaborative relationships among students, families, and staff. With a notably low student mobility rate, we benefit from a stable population, enabling consistent academic progress and strong, lasting connections. Additionally, 80% of our students are transported to school by parents or arrive on foot, highlighting both high parental involvement and the campus’s accessibility within the neighborhood. These strengths collectively create a supportive, tightly-knit environment that bolsters student achievement and well-being.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Despite incentives and family communication, attendance and tardy rates remain below desired levels of 95%, we have 92.4% of average daily attendance for the 4th six weeks, impacting instructional continuity and achievement.
Root Cause: Families may require more consistent communication, stronger tiered accountability, and expanded community partnerships to address barriers such as transportation,

basic needs, and establishing consistent routines.

Problem Statement 2: Harlean Beal's cultural diversity and strong sense of belonging are clear assets, but these strengths are not yet fully leveraged into a strategic academic culture that consistently improves outcomes and mitigates chronic absenteeism, discipline patterns, and achievement gaps.
Root Cause: The campus has not fully translated its cultural strengths into a schoolwide academic culture framework linked to instructional consistency, SEL support, and equitable expectations.

Student Learning

Student Learning Summary

Student learning at Harlean Beal Elementary reflects meaningful progress supported by strong instructional practices, strategic interventions, and effective use of data across grade levels. The campus has demonstrated notable academic gains, particularly in the upper grades, where students in 4th and 5th grade exceeded MAP Growth projections in both reading and math, in Reading and 25% to 26% in Math. Benchmark performance shows increased numbers of students achieving Meets and Masters levels, 32% to 35% in Reading and 29% to 39% in Math. Collaborative structures such as PLCs, coaching cycles, and teacher-led professional development have strengthened Tier 1 instruction, while targeted supports—including smallgroup instruction, Saturday Acceleration Camps, and focused literacy initiatives led by the librarian—have contributed to visible improvements in student mastery. Additionally, the school benefits from a highly qualified instructional team, including strong special education staffing and a dedicated instructional coach, helping ensure that students receive individualized and responsive academic support. Together, these systems and instructional strengths are fostering a learning environment where students show measurable growth and increasing readiness for grade-level expectations.

Student Learning Strengths

Students are demonstrating strong academic progress, particularly in the upper grades, where MAP and benchmark data show increased proficiency and growth in reading and math. The campus benefits from highly skilled teachers, strategic smallgroup intervention cycles, and effective literacy and numeracy supports that have helped elevate student performance. Teacher collaboration through PLCs and focused coaching has strengthened Tier 1 instruction and contributed to growth in Meets/Masters levels across several grade levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in 3rd and 4th grade are demonstrating significant and persistent gaps in both Math and Reading, as evidenced by benchmark performance, MAP Growth data, and classroom assessments. In Reading, only a small percentage of 3rd and 4th graders are meeting grade-level expectations, with MAP Growth results showing low achievement percentiles (15th-28th percentile range) and below-target growth.
Root Cause: Harlean Beal ES does not currently have a campuswide, consistent, and systematic structure to monitor and respond to students' academic needs--including students with disabilities, 504 students, general education students requiring intervention, and chronically absent students. Existing supports are not implemented with fidelity, limiting the campus's ability to accelerate learning and close gaps.

Problem Statement 2 (Prioritized): We have not dedicated time to generate and implement an effective MTSS process is consistent, complete, and provides full staff training, resulting in delays in identifying struggling students, entering data, scheduling structured intervention time, and monitoring student progress toward mastery.
Root Cause: Staff need structured planning time, targeted training on Branching Minds, and release time (e.g., half-day) after district/state assessments to analyze data and ensure MTSS documentation and interventions are high-quality, timely, and student-centered.

Problem Statement 3: Instructional practices vary across classrooms and grade levels, leading to inconsistent student experiences and uneven academic outcomes.
Root Cause: There is not a fully implemented system of instructional look-fors, coaching feedback cycles, and accountability measures to ensure fidelity of Tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

Student learning at Harlean Beal Elementary reflects meaningful progress supported by strong instructional practices, strategic interventions, and effective use of data across grade levels. The campus has demonstrated notable academic gains, particularly in the upper grades, where students in 4th and 5th grade exceeded MAP Growth projections in both reading and math, and benchmark performance shows increased numbers of students achieving Meets and Masters levels. Collaborative structures such as PLCs, coaching cycles, and teacher-led professional development have strengthened Tier 1 instruction, while targeted supports—including smallgroup instruction, Saturday Acceleration Camps, and focused literacy initiatives led by the librarian—have contributed to visible improvements in student mastery. Additionally, the school benefits from a highly qualified instructional team, including strong special education staffing and a dedicated instructional coach, helping ensure that students receive individualized and responsive academic support. Together, these systems and instructional strengths are fostering a learning environment where students show measurable growth and increasing readiness for grade-level expectations.

School Processes & Programs Strengths

Harlean Beal Elementary benefits from a strong foundation of collaborative systems and instructional programs that support consistent improvement in teaching and learning. The campus has wellestablished Professional Learning Communities (PLCs) that meet weekly with clear norms and structured agendas, enabling teachers to review student work, plan aligned lessons, and engage in meaningful data discussions. The use of Bambrick's DataDriven Instruction (DDI) model has strengthened teachers' ability to analyze assessment results, identify misconceptions, and plan targeted reteach opportunities. In addition, teachers participate in teacherled professional development, demonstrating strong internal capacity and a shared commitment to continuous growth.

Strategic instructional supports—including Saturday Acceleration Camps, afterschool tutoring, and smallgroup instruction facilitated by the principal, assistant principal, instructional coach, and librarian—provide extended learning opportunities for students who need additional time and support. The campus also benefits from highly qualified and stable specialized staff, including a strong special education team and an effective librarian who leads impactful literacy initiatives. Twiceweekly strategic monitoring laps help ensure instructional alignment and provide realtime adjustments to strengthen classroom instruction. Together, these systems reflect a school environment where collaboration, datadriven decisionmaking, and intentional instructional supports are deeply embedded in campus processes and programs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Harlean Beal Elementary lacks a consistent and campuswide system for MTSS implementation, resulting in a significant number of students in need of academic and behavioral supports remaining unidentified or unsupported. The absence of structured MTSS training, clear expectations, and a shared intervention process has led to inconsistent identification of student needs and insufficient documentation
Root Cause: Staff have not received comprehensive, ongoing training on MTSS procedures, including the use of Branching Minds, progress monitoring expectations, and intervention scheduling. Additionally, the campus does not have clearly communicated timelines or a unified MTSS workflow, leading to delayed or incomplete identification of students requiring support and inconsistent implementation of intervention

Problem Statement 2: Harlean Beal Elementary does not have a consistent campuswide system for monitoring student progress across content areas, resulting in limited visibility into learning needs and delayed identification of students requiring intervention or acceleration. The lack of a unified process for reviewing and responding to student data reduces stakeholder accountability.

Root Cause: The campus has not yet established clearly defined progress-monitoring procedures, including aligned data cycles, standard expectations for reviewing student work, and shared tools for tracking performance over time. Additionally, stakeholders have not received ongoing training or a unified accountability framework that clarifies roles, responsibilities, and follow-through expectations.

Perceptions

Perceptions Summary

Perceptions of school culture and climate at Harlean Beal Elementary reflect a community that values connection, collaboration, and student wellbeing. Stakeholder input shows that students, staff, and families overwhelmingly describe the campus as welcoming, supportive, and culturally rich. The school hosts a wide range of well-attended family and community engagement events—such as Grandparents Day, Fall Festival, Storybook Parade, cultural celebrations, and parent volunteer activities—which reinforce a strong sense of belonging and partnership across the school community. Students benefit from leadership opportunities, enrichment programs, and monthly incentives that promote positive behavior and engagement.

Staff report feeling safe, supported, and appreciated, noting that efforts like student and teacher recognition practices contribute positively to morale and a shared sense of purpose. The campus also demonstrates strength in its diverse staff and student population, with stakeholders identifying this diversity as one of the school's greatest assets.

Despite these strengths, feedback indicates that communication about support systems and mentorship could be clearer and more consistently implemented. Some staff expressed uncertainty about available instructional supports, mentoring structures, and processes for accessing help. Additionally, while many events and recognition systems promote positivity, the campus still faces challenges related to consistency in expectations, accountability structures, and perceptions around academic and behavioral rigor.

Overall, Harlean Beal Elementary benefits from strong relationships, high levels of engagement, and a positive school identity. By strengthening communication systems, enhancing mentorship clarity, and aligning expectations across classrooms, the campus can further elevate its culture and create an even more cohesive and supportive learning environment for all stakeholders.

Perceptions Strengths

Harlean Beal Elementary is recognized by students, staff, and families as a welcoming, supportive, and culturally rich school community. Stakeholders consistently highlight the positive relationships among staff, the sense of safety on campus, and the school's strong commitment to celebrating diversity. Family engagement is a major strength, with wellattended events such as Grandparents Day, Storybook Parade, Fall Festival, cultural celebrations, and monthly incentive activities that contribute to a strong sense of belonging. Staff also report feeling valued through ongoing recognition practices, collaborative teamwork, and open communication. These positive perceptions reinforce a school culture where relationships, inclusivity, and student-centered experiences are foundational to the campus identity.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students and staff generally describe the school as collaborative, supportive, welcoming, and positive; however, these positive perceptions vary across groups, and some stakeholders indicate uneven access to consistent supports that cultivate a strong sense of belonging and academic confidence.
Root Cause: Celebrations and monthly experiences are valuable, but they need to be embedded within a consistent SEL framework and Tier 1 culture system to ensure equitable, schoolwide support across grades and classrooms.

Problem Statement 2 (Prioritized): The campus mentorship system is unclear, inconsistently implemented, and not widely understood. While some teachers feel supported, others are unsure where to seek help or what supports exist, leading to uneven coaching access and inconsistent induction for new and struggling teachers.
Root Cause: The campus lacks a clearly communicated, standardized mentorship framework, resulting in unclear roles, expectations, and support pathways. This leads to inconsistent communication, confusion about who provides support, and uneven access to coaching for new and struggling teachers.

Priority Problem Statements

Problem Statement 1: Students in 3rd and 4th grade are demonstrating significant and persistent gaps in both Math and Reading, as evidenced by benchmark performance, MAP Growth data, and classroom assessments. In Reading, only a small percentage of 3rd and 4th graders are meeting grade-level expectations, with MAP Growth results showing low achievement percentiles (15th-28th percentile range) and below-target growth.

Root Cause 1: Harlean Beal ES does not currently have a campuswide, consistent, and systematic structure to monitor and respond to students' academic needs--including students with disabilities, 504 students, general education students requiring intervention, and chronically absent students. Existing supports are not implemented with fidelity, limiting the campus's ability to accelerate learning and close gaps.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Despite incentives and family communication, attendance and tardy rates remain below desired levels of 95%, we have 92.4% of average daily attendance for the 4th six weeks, impacting instructional continuity and achievement.

Root Cause 2: Families may require more consistent communication, stronger tiered accountability, and expanded community partnerships to address barriers such as transportation, basic needs, and establishing consistent routines.

Problem Statement 2 Areas: Demographics

Problem Statement 3: We have not dedicated time to generate and implement an effective MTSS process is consistent, complete, and provides full staff training, resulting in delays in identifying struggling students, entering data, scheduling structured intervention time, and monitoring student progress toward mastery.

Root Cause 3: Staff need structured planning time, targeted training on Branching Minds, and release time (e.g., half-day) after district/state assessments to analyze data and ensure MTSS documentation and interventions are high-quality, timely, and student-centered.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Harlean Beal Elementary lacks a consistent and campuswide system for MTSS implementation, resulting in a significant number of students in need of academic and behavioral supports remaining unidentified or unsupported. The absence of structured MTSS training, clear expectations, and a shared intervention process has led to inconsistent identification of student needs and insufficient documentation

Root Cause 4: Staff have not received comprehensive, ongoing training on MTSS procedures, including the use of Branching Minds, progress monitoring expectations, and intervention scheduling. Additionally, the campus does not have clearly communicated timelines or a unified MTSS workflow, leading to delayed or incomplete identification of students requiring support and inconsistent implementation of intervention

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The campus mentorship system is unclear, inconsistently implemented, and not widely understood. While some teachers feel supported, others are unsure where to seek help or what supports exist, leading to uneven coaching access and inconsistent induction for new and struggling teachers.

Root Cause 5: The campus lacks a clearly communicated, standardized mentorship framework, resulting in unclear roles, expectations, and support pathways. This leads to inconsistent communication, confusion about who provides support, and uneven access to coaching for new and struggling teachers.

Problem Statement 5 Areas: Perceptions

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
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Capacity and resources data
- Study of best practices and high yield strategies
- Enrichment course/materials

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 24% to 50%.

Performance Objective 1: By May 2027, achievement for African American students will increase in RLA from 14% to 38%, as measured by STAAR, district assessment, and campus progress-monitoring data. Progress will be reviewed at the end of each six-weeks grading cycle, and instructional and intervention supports will be adjusted based on student-level evidence

High Priority

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Strengthen Tier 1 Literacy Instruction

Strategy's Expected Result/Impact: Implement a daily structured literacy block (phonics, fluency, comprehension, writing)
Use high-yield instructional strategies (annotation, close reading, think-alouds)
Develop and utilize common lesson internalization protocols in PLCs
Conduct weekly walkthroughs with actionable feedback tied to literacy look-fors

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement a daily structured literacy block (phonics, fluency, comprehension, writing) Use high-yield instructional strategies (annotation, close reading, think-alouds) Develop and utilize common lesson internalization protocols in PLCs Conduct weekly walkthroughs with actionable feedback tied to literacy look-fors **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** 26-27 School Year **Delivery Method:** In- Person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Despite incentives and family communication, attendance and tardy rates remain below desired levels of 95%, we have 92.4% of average daily attendance for the 4th six weeks, impacting instructional continuity and achievement. **Root Cause**: Families may require more consistent communication, stronger tiered accountability, and expanded community partnerships to address barriers such as transportation, basic needs, and establishing consistent routines.

Student Learning
Problem Statement 1: Students in 3rd and 4th grade are demonstrating significant and persistent gaps in both Math and Reading, as evidenced by benchmark performance, MAP Growth data, and classroom assessments. In Reading, only a small percentage of 3rd and 4th graders are meeting grade-level expectations, with MAP Growth results showing low achievement percentiles (15th-28th percentile range) and below-target growth. **Root Cause**: Harlean Beal ES does not currently have a campuswide, consistent, and systematic structure to monitor and respond to students' academic needs--including students with disabilities, 504 students, general education students requiring intervention, and chronically absent students. Existing supports are not implemented with fidelity, limiting the campus's ability to accelerate learning and close gaps.

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 24% to 50%.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in English from 24% to 50% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in Spanish from 30% to 50% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 58% to 75% by June 2027.

High Priority

Evaluation Data Sources: MAP

Strategy 1: Data-Driven Instruction (DDI) Cycles

Strategy's Expected Result/Impact: Facilitate biweekly PLC data meetings using six-week and MAP data
Create student data trackers and monitor progress by TEKS/standards
Plan and implement reteach cycles within 48-72 hours of assessments
Provide teachers release time after assessments for deep data analysis

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:
2.51, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide teacher stipends for after-school tutorial sessions focused on reading comprehension, fluency, and writing -- $800 Provide teacher stipends to attend or engage in structured literacy PD (phonics, guided reading, data-driven instruction) -- $400 **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** 26-27 School Year **Delivery Method:** In-person **Funding Sources:** Tutorial Pay/ PD - Title I (211) - 211-13-6116-501-130-30-130-101000 - $936			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students in 3rd and 4th grade are demonstrating significant and persistent gaps in both Math and Reading, as evidenced by benchmark performance, MAP Growth data, and classroom assessments. In Reading, only a small percentage of 3rd and 4th graders are meeting grade-level expectations, with MAP Growth results showing low achievement percentiles (15th-28th percentile range) and below-target growth. **Root Cause**: Harlean Beal ES does not currently have a campuswide, consistent, and systematic structure to monitor and respond to students' academic needs--including students with disabilities, 504 students, general education students requiring intervention, and chronically absent students. Existing supports are not implemented with fidelity, limiting the campus's ability to accelerate learning and close gaps.

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 24% to 50%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 33% to 50% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 24% to 50% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Targeted Intervention (MTSS Alignment)

Strategy's Expected Result/Impact: Schedule daily WIN (What I Need) intervention blocks
Implement small-group instruction based on skill deficits
Ensure all students in Tier 2/Tier 3 are tracked in Branching Minds
Progress monitor students every 2-3 weeks with aligned tools

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Schedule daily WIN (What I Need) intervention blocks Implement small-group instruction based on skill deficits Ensure all students in Tier 2/Tier 3 are tracked in Branching Minds Progress monitor students every 2-3 weeks with aligned tools **Intended Audience:** Students (tier 2/3) **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Teacher **Date(s) / Timeframe:** 26-27 School Year **Delivery Method:** In-Person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Literacy Acceleration Programs

Strategy's Expected Result/Impact: Expand Saturday Acceleration Camps and after-school tutorials
Implement high-dosage tutoring (3x/week for Tier 3 students)
Leverage librarian to lead guided reading and literacy enrichment groups
Launch a campus-wide reading initiative (e.g., 100 Book Challenge)

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

Title I:
2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Expand Saturday Acceleration Camps and after-school tutorials Implement high-dosage tutoring (3x/week for Tier 3 students) Leverage librarian to lead guided reading and literacy enrichment groups Launch a campus-wide reading initiative (e.g., 100 Book Challenge) **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Teachers **Date(s) / Timeframe:** 26-27 School Year **Delivery Method:** In-Person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Students in 3rd and 4th grade are demonstrating significant and persistent gaps in both Math and Reading, as evidenced by benchmark performance, MAP Growth data, and classroom assessments. In Reading, only a small percentage of 3rd and 4th graders are meeting grade-level expectations, with MAP Growth results showing low achievement percentiles (15th-28th percentile range) and below-target growth. **Root Cause**: Harlean Beal ES does not currently have a campuswide, consistent, and systematic structure to monitor and respond to students' academic needs--including students with disabilities, 504 students, general education students requiring intervention, and chronically absent students. Existing supports are not implemented with fidelity, limiting the campus's ability to accelerate learning and close gaps.

School Processes & Programs

Problem Statement 1: Harlean Beal Elementary lacks a consistent and campuswide system for MTSS implementation, resulting in a significant number of students in need of academic and behavioral supports remaining unidentified or unsupported. The absence of structured MTSS training, clear expectations, and a shared intervention process has led to inconsistent identification of student needs and insufficient documentation **Root Cause**: Staff have not received comprehensive, ongoing training on MTSS procedures, including the use of Branching Minds, progress monitoring expectations, and intervention scheduling. Additionally, the campus does not have clearly communicated timelines or a unified MTSS workflow, leading to delayed or incomplete identification of students requiring support and inconsistent implementation of intervention

Goal 2: Accelerate academic achievement in Math and close identified performance gaps for African American students through high-quality Tier 1 instruction, targeted intervention, frequent data analysis, and timely instructional support.

Performance Objective 1: African American Subpopulation: By May 2027, achievement for African American students will increase in Math from 17% to 41%, as measured by STAAR, district assessment, and campus progress-monitoring data. Progress will be reviewed at the end of each six-weeks grading cycle, and instructional and intervention supports will be adjusted based on student-level evidence

High Priority

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Strengthen Conceptual Math Instruction

Strategy's Expected Result/Impact: Implement concrete-representational-abstract (CRA) model
Use math discourse strategies (turn-and-talk, accountable talk)
Integrate daily problem-solving routines aligned to STAAR rigor
Develop math anchor charts and vocabulary supports

Title I:
2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide teacher stipends for after-school math tutorials targeting TEKS-aligned problem-solving skills -- $200 Cover teacher registration costs for math-focused PD (numeracy development, small-group instruction, data analysis) -- $183 **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Teachers **Date(s) / Timeframe:** 26-27 School year **Delivery Method:** In-Person **Funding Sources:** Tutorials/ PD - Title I (211) - 211-13-6116-501-130-30-130-101000 - $406, Fringe - Title I (211) - 211-XX-614X-501-130-30-130-101000 - $241			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students in 3rd and 4th grade are demonstrating significant and persistent gaps in both Math and Reading, as evidenced by benchmark performance, MAP Growth data, and classroom assessments. In Reading, only a small percentage of 3rd and 4th graders are meeting grade-level expectations, with MAP Growth results showing low achievement percentiles (15th-28th percentile range) and below-target growth. **Root Cause**: Harlean Beal ES does not currently have a campuswide, consistent, and systematic structure to monitor and respond to students' academic needs--including students with disabilities, 504 students, general education students requiring intervention, and chronically absent students. Existing supports are not implemented with fidelity, limiting the campus's ability to accelerate learning and close gaps.

Goal 2: Accelerate academic achievement in Math and close identified performance gaps for African American students through high-quality Tier 1 instruction, targeted intervention, frequent data analysis, and timely instructional support.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in English from 52% to 75% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in Spanish from 52% to 75% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50% to 70% by June 2027.

High Priority

Evaluation Data Sources: MAP

Strategy 1: Common Assessments & Spiral Review

Strategy's Expected Result/Impact: Create weekly common formative assessments (CFAs)
Embed daily spiral review (5-10 problems) targeting gaps
Align assessments to STAAR item types and rigor
Use results to regroup students for intervention within 48 hours

Staff Responsible for Monitoring: Principal, Assistant Principal and Teachers

Title I:
2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Create weekly common formative assessments (CFAs) Embed daily spiral review (5-10 problems) targeting gaps Align assessments to STAAR item types and rigor Use results to regroup students for intervention within 48 hours **Intended Audience:** Students, Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Teachers **Date(s) / Timeframe:** 26-27 school year **Delivery Method:** In- person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students in 3rd and 4th grade are demonstrating significant and persistent gaps in both Math and Reading, as evidenced by benchmark performance, MAP Growth data, and classroom assessments. In Reading, only a small percentage of 3rd and 4th graders are meeting grade-level expectations, with MAP Growth results showing low achievement percentiles (15th-28th percentile range) and below-target growth. **Root Cause**: Harlean Beal ES does not currently have a campuswide, consistent, and systematic structure to monitor and respond to students' academic needs--including students with disabilities, 504 students, general education students requiring intervention, and chronically absent students. Existing supports are not implemented with fidelity, limiting the campus's ability to accelerate learning and close gaps.

Goal 2: Accelerate academic achievement in Math and close identified performance gaps for African American students through high-quality Tier 1 instruction, targeted intervention, frequent data analysis, and timely instructional support.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 37% to 50% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 58% to 75% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Intervention & Acceleration

Strategy's Expected Result/Impact: Provide targeted small-group math intervention during WIN time
Utilize math intervention programs/resources (e.g., Do the Math, Istation Math)
Provide math-focused tutoring and Saturday camps
Assign student goal-setting conferences based on performance data

Staff Responsible for Monitoring: Teacher

Title I:
2.53
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide targeted small-group math intervention during WIN time Utilize math intervention programs/resources (e.g., Do the Math, Istation Math) Provide math-focused tutoring and Saturday camps Assign student goal-setting conferences based on performance data **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Teachers **Date(s) / Timeframe:** 26-27 School Year **Delivery Method:** In- Person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Harlean Beal Elementary lacks a consistent and campuswide system for MTSS implementation, resulting in a significant number of students in need of academic and behavioral supports remaining unidentified or unsupported. The absence of structured MTSS training, clear expectations, and a shared intervention process has led to inconsistent identification of student needs and insufficient documentation **Root Cause**: Staff have not received comprehensive, ongoing training on MTSS procedures, including the use of Branching Minds, progress monitoring expectations, and intervention scheduling. Additionally, the campus does not have clearly communicated timelines or a unified MTSS workflow, leading to delayed or incomplete identification of students requiring support and inconsistent implementation of intervention

Goal 3: Reduce the number of schools that are rated F from 8% to 3%

Performance Objective 1: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in English from 41% to 75% by June 2027.
Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in Spanish from 10%% to 30% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 30% to 70% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Campus-wide Instructional Alignment

Strategy's Expected Result/Impact: Develop and implement a guaranteed and viable curriculum
Use tight alignment across PLCs, lesson plans, and assessments
Require lesson plans to include DOK level and differentiation
Conduct instructional rounds to calibrate expectations

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy**

Problem Statements: Student Learning 1 - Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Develop and implement a guaranteed and viable curriculum Use tight alignment across PLCs, lesson plans, and assessments Require lesson plans to include DOK level and differentiation Conduct instructional rounds to calibrate expectations **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** 26-27 School Year **Delivery Method:** In- person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Learning Facilitator will push into CORE classes and support teachers while they deliver High Quality Instruction. Also supporting students who have mastered to current content in the Mastery Lab. **Intended Audience:** K-4 Teachers, K-5 Students **Date(s) / Timeframe:** Aug-June **Funding Sources:** Learning Facilitator - Title I (211) - 211-13-6119-501-130-30-130-101000 - $58,000, Fringe Benefits - Title I (211) - 211-XX-614X-501-130-30-130-101000 - $10,440			

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Teacher Capacity Building

Strategy's Expected Result/Impact: Provide weekly, targeted professional development
Implement instructional coaching cycles (observe - model - feedback)
Strengthen mentorship program with clear roles and expectations
(addresses perception gap identified in CIP)%20(16).pdf) [130 Harlea...dums) (16) | PDF]
Provide differentiated PD based on teacher performance data

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:
2.51, 2.52
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Perceptions 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Provide weekly, targeted professional development Implement instructional coaching cycles (observe - model - feedback) Strengthen mentorship program with clear roles and expectations (addresses perception gap identified in CIP)%20(16).pdf) [130 Harlea...dums) (16) | PDF] Provide differentiated PD based on teacher performance data **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** 26-27 School year **Delivery Method:** In- Person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students in 3rd and 4th grade are demonstrating significant and persistent gaps in both Math and Reading, as evidenced by benchmark performance, MAP Growth data, and classroom assessments. In Reading, only a small percentage of 3rd and 4th graders are meeting grade-level expectations, with MAP Growth results showing low achievement percentiles (15th-28th percentile range) and below-target growth. **Root Cause**: Harlean Beal ES does not currently have a campuswide, consistent, and systematic structure to monitor and respond to students' academic needs--including students with disabilities, 504 students, general education students requiring intervention, and chronically absent students. Existing supports are not implemented with fidelity, limiting the campus's ability to accelerate learning and close gaps.
Perceptions
Problem Statement 2: The campus mentorship system is unclear, inconsistently implemented, and not widely understood. While some teachers feel supported, others are unsure where to seek help or what supports exist, leading to uneven coaching access and inconsistent induction for new and struggling teachers. **Root Cause**: The campus lacks a clearly communicated, standardized mentorship framework, resulting in unclear roles, expectations, and support pathways. This leads to inconsistent communication, confusion about who provides support, and uneven access to coaching for new and struggling teachers.

Goal 3: Reduce the number of schools that are rated F from 8% to 3%

Performance Objective 2: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in English from 35% to 50% by June 2027.
Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in Spanish from 30% to 55% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 15% to 30% by June 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Progress Monitoring System

Strategy's Expected Result/Impact: Create a campus data dashboard (ELAR, Math, attendance, subgroups)
Monitor progress every 3 weeks at leadership/data meetings
Establish clear accountability for student outcomes by teacher/team
Implement student data chats and goal tracking

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

Title I:
2.51, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Create a campus data dashboard (ELAR, Math, attendance, subgroups) Monitor progress every 3 weeks at leadership/data meetings Establish clear accountability for student outcomes by teacher/team Implement student data chats and goal tracking **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Teachers, Counselor, ILT **Date(s) / Timeframe:** 26-27 School Year **Delivery Method:** In-person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Despite incentives and family communication, attendance and tardy rates remain below desired levels of 95%, we have 92.4% of average daily attendance for the 4th six weeks, impacting instructional continuity and achievement. **Root Cause**: Families may require more consistent communication, stronger tiered accountability, and expanded community partnerships to address barriers such as transportation, basic needs, and establishing consistent routines.

Student Learning
Problem Statement 1: Students in 3rd and 4th grade are demonstrating significant and persistent gaps in both Math and Reading, as evidenced by benchmark performance, MAP Growth data, and classroom assessments. In Reading, only a small percentage of 3rd and 4th graders are meeting grade-level expectations, with MAP Growth results showing low achievement percentiles (15th-28th percentile range) and below-target growth. **Root Cause**: Harlean Beal ES does not currently have a campuswide, consistent, and systematic structure to monitor and respond to students' academic needs--including students with disabilities, 504 students, general education students requiring intervention, and chronically absent students. Existing supports are not implemented with fidelity, limiting the campus's ability to accelerate learning and close gaps.

School Processes & Programs
Problem Statement 1: Harlean Beal Elementary lacks a consistent and campuswide system for MTSS implementation, resulting in a significant number of students in need of academic and behavioral supports remaining unidentified or unsupported. The absence of structured MTSS training, clear expectations, and a shared intervention process has led to inconsistent identification of student needs and insufficient documentation **Root Cause**: Staff have not received comprehensive, ongoing training on MTSS procedures, including the use of Branching Minds, progress monitoring expectations, and intervention scheduling. Additionally, the campus does not have clearly communicated timelines or a unified MTSS workflow, leading to delayed or incomplete identification of students requiring support and inconsistent implementation of intervention

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 5% to 1%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 13% to 5% by June 2027.
Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 20% to 5% by June 2027.

High Priority

Strategy 1: Tiered Attendance System

Strategy's Expected Result/Impact: Develop a 3-tier attendance intervention system:

Tier 1: incentives, school-wide messaging
Tier 2: attendance contracts, small groups
Tier 3: home visits, individualized plans

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:
2.51
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Develop a 3-tier attendance intervention system: Tier 1: incentives, school-wide messaging Tier 2: attendance contracts, small groups Tier 3: home visits, individualized plans **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Counselor, ILT **Date(s) / Timeframe:** 26-27 School year **Delivery Method:** In-person **Funding Sources:** Educational Resources for Families - Family Engagement (211) - 211-61-6399-503-130-30-130-101000 - $1,000, Incentives - Family Engagement (211) - 211-61-6399-503-130-30-130-101000 - $251			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Family & Community Engagement

Strategy's Expected Result/Impact: Increase family communication (texts, calls, home visits)
Partner with community organizations for transportation/support needs
Host attendance awareness campaigns and parent workshops
Provide incentives for improved attendance (class and individual)

Staff Responsible for Monitoring: Principal, Assistant Principal, FES

Title I:
2.51
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Increase family communication (texts, calls, home visits) Partner with community organizations for transportation/support needs Host attendance awareness campaigns and parent workshops Provide incentives for improved attendance (class and individual) **Intended Audience:** Students, parents, community **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, ILT, FES **Date(s) / Timeframe:** 26-27 School year **Delivery Method:** In-person **Funding Sources:** Quarterly Meeting Snacks - Family Engagement (211) - 211-61-6399-503-130-30-130-101000 - $500			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 3: Early Identification & Monitoring

Strategy's Expected Result/Impact: Track attendance daily and flag students after 2-3 absences
Assign case managers for chronically absent students
Use data systems to monitor subgroup attendance trends
Align attendance interventions with academic and SEL supports

Staff Responsible for Monitoring: Principal, Assistant Principal, FES

Title I:
2.51
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Track attendance daily and flag students after 2-3 absences Assign case managers for chronically absent students Use data systems to monitor subgroup attendance trends Align attendance interventions with academic and SEL supports **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Teachers, ILT, FES **Date(s) / Timeframe:** 26-27 School year **Delivery Method:** In-person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Despite incentives and family communication, attendance and tardy rates remain below desired levels of 95%, we have 92.4% of average daily attendance for the 4th six weeks, impacting instructional continuity and achievement. **Root Cause**: Families may require more consistent communication, stronger tiered accountability, and expanded community partnerships to address barriers such as transportation, basic needs, and establishing consistent routines.
Student Learning
Problem Statement 1: Students in 3rd and 4th grade are demonstrating significant and persistent gaps in both Math and Reading, as evidenced by benchmark performance, MAP Growth data, and classroom assessments. In Reading, only a small percentage of 3rd and 4th graders are meeting grade-level expectations, with MAP Growth results showing low achievement percentiles (15th-28th percentile range) and below-target growth. **Root Cause**: Harlean Beal ES does not currently have a campuswide, consistent, and systematic structure to monitor and respond to students' academic needs--including students with disabilities, 504 students, general education students requiring intervention, and chronically absent students. Existing supports are not implemented with fidelity, limiting the campus's ability to accelerate learning and close gaps.
School Processes & Programs
Problem Statement 1: Harlean Beal Elementary lacks a consistent and campuswide system for MTSS implementation, resulting in a significant number of students in need of academic and behavioral supports remaining unidentified or unsupported. The absence of structured MTSS training, clear expectations, and a shared intervention process has led to inconsistent identification of student needs and insufficient documentation **Root Cause**: Staff have not received comprehensive, ongoing training on MTSS procedures, including the use of Branching Minds, progress monitoring expectations, and intervention scheduling. Additionally, the campus does not have clearly communicated timelines or a unified MTSS workflow, leading to delayed or incomplete identification of students requiring support and inconsistent implementation of intervention

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	2	1	1	Tutorial Pay/ PD	Staff Development | Extra Duty - Professional (13-6116)	211-13-6116-501-130-30-130-101000	$936.00
2	1	1	1	Tutorials/ PD	Staff Development | Extra Duty - Professional (13-6116)	211-13-6116-501-130-30-130-101000	$406.00
2	1	1	1	Fringe	Fringe	211-XX-614X-501-130-30-130-101000	$241.00
3	1	1	2	Learning Facilitator	Elevate Campus | Learning Facilitator (13-6119)	211-13-6119-501-130-30-130-101000	$58,000.00
3	1	1	2	Fringe Benefits	Fringe	211-XX-614X-501-130-30-130-101000	$10,440.00
						Sub-Total	$70,023.00
						Budgeted Fund Source Amount	$70,023.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Incentives	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-130-30-130-101000	$251.00
4	1	1	1	Educational Resources for Families	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-130-30-130-101000	$1,000.00
4	1	2	1	Quarterly Meeting Snacks	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-130-30-130-101000	$500.00
						Sub-Total	$1,751.00
						Budgeted Fund Source Amount	$1,751.00
						+/- Difference	$0.00
						Grand Total Budgeted	$71,774.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
						Grand Total Spent	$71,774.00
						+/- Difference	$0.00