

Plano Independent School District

Beverly Elementary

2019-2020

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Board Approval Date: October 1, 2019

Mission Statement

At Beverly, we will build caring relationships to create a risk free and innovative learning environment, in which all students are empowered to utilize their unique strengths and passions to reach their full potential, while preparing them for life-long success.

Vision

Committed to academic excellence for all

Focused on honoring differences

Devoted to collaborative partnerships

Dedicated to all students

Beverly strong!

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Comprehensive Needs Assessment

Revised/Approved: August 28, 2019

Demographics

Demographics Strengths

- diverse population; White (42%), Asian (34%), Hispanic (12%) African American (11%)
- high teacher retention
- experienced teachers with an average of 15 yrs.
- in 2018, Beverly Elementary ranked better than 99.4% of elementary schools in Texas
- accelerated language proficiency levels on TELPAS

Problem Statements Identifying Demographics Needs

Problem Statement 1: A need exists to effectively meet the needs of all students with our rapidly increasing mobility rates. **Root Cause:** TEA School Report Cards records mobility rate for 2014-15 as 6.5%, 2015-16 as 7.0%, and 2016-17 as 10.5%.

Student Academic Achievement

Student Academic Achievement Strengths

- Closing the gap in Reading and Math MAP
- Academic Growth score is significantly above state and district growth on STAAR
- Exceeding the state and district standards for all subject and all grade levels for our academically disadvantaged population
- Even with the demographic changes, STAAR performances is still distinguished
- Our master schedule is staggered to best serve all student populations and meet state time allotments
- Earned all 6 distinctions on STAAR
- Above average in all subjects and all grade levels on STAAR in both state and district

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Data from MAP and STAAR growth analysis indicates a need across all student groups to meet and exceed expected growth measures. **Root Cause:** Forty-four percent of the students K-5 in the area of Math, did not meet projected growth measures. Twenty eight percent of students K-5 in the area of Reading did not meet expected growth.

School Processes & Programs

School Processes & Programs Strengths

- High level of teacher retention due to our teacher mentor program
- Continuous improvement is collaborative as seen in SBIC, SLO goals
- Data is used to inform curriculum, instruction, and assessment
- Data is used during collaborative team lesson planning and RTI
- Teachers collaborate and are continuously reflecting on best practices to meet the needs of all students
- Teachers feel like they have a voice in decision making and school policies

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A need exists to establish a common curriculum model and language to support a consistent academic program. **Root Cause:** HRS level 2 survey indicates that there is a need for a written plan and collaborative commitments to the PLC process.

Perceptions

Perceptions Strengths

- Parents survey data describes campus as safe and respectful environment
- Parents are informed via various types of social media as well as teacher emails/calls
- One Office Referral this school year
- New Parent Coffee welcomes incoming families
- Kindergarten Meet Up for new kindergarten students
- Parent Education classes
- Watch D. O. G.S
- Active PTA

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to effectively communicate the importance of the partnership between community and school to grow the level of commitment of all Beverly stakeholders. **Root Cause:** The number of volunteer hours, PTA membership, and financial contribution has steadily decreased due in part to a decrease in population.

Priority Problem Statements

Problem Statement 1: Data from MAP and STAAR growth analysis indicates a need across all student groups to meet and exceed expected growth measures.

Root Cause 1: Forty-four percent of the students K-5 in the area of Math, did not meet projected growth measures. Twenty eight percent of students K-5 in the area of Reading did not meet expected growth.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: A need exists to establish a common curriculum model and language to support a consistent academic program.

Root Cause 2: HRS level 2 survey indicates that there is a need for a written plan and collaborative commitments to the PLC process.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: September 20, 2019




Goal 1: Learning and Teaching - All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: To increase the number of students meeting projected growth measures by 2.5% on MAP in Reading and Math for K-5 students.

Evaluation Data Source(s) 1: MAP PGR

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Collaborative teams and support staff will provide frequent monitoring and feedback to make sure all students meet projected growth.	Principal and Vice Principal	<p>Lesson plans include extensions, pre and post assessments, high level questioning.</p> <p>Various data sources will be used to address the growth for Q1 and Q2 students.</p> <p>Exit tickets will be used as common formative assessments to continually monitor progress.</p> <p>Common formative assessments utilized to plan for instruction for all students.</p> <p>Students will develop growth goals to track individual progress.</p>	 30%	 80%	 80%
Problem Statements: Student Academic Achievement 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
2) Collaborative teams will use SEL strategies to promote a Growth Mindset and build strong relationships between teacher and students across all grade levels.	Principal and Vice Principal	<p>Community Circle's will be incorporated into the educational day.</p> <p>Students will be greeted at the door each day to make a personal connection.</p> <p>Growth Mindset lessons will support a positive classroom culture and promote personal connections.</p> <p>Lessons will include social skills to promote self regulation.</p>			
Problem Statements: Student Academic Achievement 1					
<p>Targeted Support Strategy</p> <p>3) Grade level collaborative teams will provide differentiated instruction to meet the needs of all students.</p>	Principal and Vice Principal	<p>Evidence of pre assessments to respond to student differences.</p> <p>Lessons will include enrichment and extended learning for students who are proficient.</p> <p>Student collaboration intentionally planned within the classroom routines to include intentional student choices.</p> <p>Lessons will include Mentor sentences to support the development of reflection and revision skills.</p>			
Problem Statements: Student Academic Achievement 1					
= Accomplished = No Progress = Discontinue					

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Data from MAP and STAAR growth analysis indicates a need across all student groups to meet and exceed expected growth measures. Root Cause 1: Forty-four percent of the students K-5 in the area of Math, did not meet projected growth measures. Twenty eight percent of students K-5 in the area of Reading did not meet expected growth.

Goal 1: Learning and Teaching - All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.




Performance Objective 2: To develop systems that align our campus Instructional Snapshot with the district Instructional Model to decrease the Standard Deviation on Level 2, Effective Teaching in Every Classroom (HRS).

Evaluation Data Source(s) 2: Campus Instructional Snap Shot Data
 Critical Commitments for PLC data
 Level 2 of HRS survey

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Unified and clear understanding of purpose, values, and characteristics of our learner-centered school.	Principal and Vice Principal	Create a mission and vision statement that aligns with district goals.			
Problem Statements: School Processes & Programs 1					
2) Establish consistent implementation of research based instructional strategies.	Administrative team, collaborative teams, support staff	Development of an Instructional Snapshot. Power walk through data will include Instructional Snapshot to gather data and give intentional feedback. Collaborative teams will use the New Art and Science of Teaching book to gain a better understanding of research based practices.			
Problem Statements: School Processes & Programs 1					
3) Establish structures and processes consistent with High Reliability Schools.	Principal and Vice Principal	Create collaborative team planning commitments. Continue collaborative team norms Data from collaborative team planning attended by administrative staff will be collected to reflect commitments. Collaborative planning utilize the PISD Collaborative Team Framework.			
Problem Statements: School Processes & Programs 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
	 = Accomplished  = No Progress  = Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: A need exists to establish a common curriculum model and language to support a consistent academic program. Root Cause 1: HRS level 2 survey indicates that there is a need for a written plan and collaborative commitments to the PLC process.</p>

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

Campus Level Improvement Committee

Committee Role	Name	Position
Administrator	Cynthia Savant	Principal
District-level Professional	Elena Helms	Assistant Principal
Parent	Ben Porter	Parent
Parent	Kristina Morley	Parent
Parent	Melissa Quirl	Parent
Business Representative	Deena Ayala	Business Rep
Business Representative	Kristi Schwartz	Business Rep
Non-classroom Professional	Tracy Bulino	Faculty Member -Counselor
Non-classroom Professional	Debbie Hays	Faculty Member
Paraprofessional	Diane Barnett	Support Staff- Office Manager
Classroom Teacher	Kimberly Nelson	Faculty member
Classroom Teacher	Alice Michael	Faculty member
Classroom Teacher	Hannah Lowry	Faculty member
Non-classroom Professional	Batool Abbas	Faculty Member
Community Representative	Cynthia Flores-Harris	Community Member
Non-classroom Professional	Courtney Warner	Physical Education
Classroom Teacher	Paige O'Kelley	Classroom Teacher
Non-classroom Professional	Elizabeth Sandlin	Instructional Specialist
Non-classroom Professional	Megan Hart	ESL Specialist
Classroom Teacher	Karen Luellen	Classroom Teacher

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> • Explain referral process/contacts • Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students 	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> • K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> • K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. • Funding source: State and Local 	ESSA	Principal	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA 		Principal	