

Plano Independent School District

Beverly Elementary

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 20, 2020

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!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.	11
Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.	16
Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.	20
2020-21 SBIC	22
Addendums	23

Comprehensive Needs Assessment

Demographics

Demographics Summary

Beverly Elementary School is ranked first among 44 elementary schools in Plano ISD. We serve 368 students in grades K-5. At Beverly, we demonstrate that successful learning is best achieved through engagement and collaborative partnerships with parents, families, positive adult and student role models and all sectors of the broader community. The community is connected to all that we do in providing a quality educational experience for our students.

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 Learning

Student Learning Summary

Beverly Elementary Goals Including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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 Summary

The administrative team is responsive and works in collaboration with the community and staff to create a safe collaborative learning environment for all students to be successful. Our campus has a diverse group of learners who access various programs that are specialized to meet their individual needs. In this unique school year, School@Home services are also being offered and staff is working diligently to meet the needs of our virtual learners. In addition to the outstanding instructional program provided each day, Beverly offers many campus specialized programs.

These include but are not limited to (note: some of these programs are temporarily suspended due to Covid-19 health protocols): Plano Academic Creative Education (PACE) for identified gifted and talented students; English as a Second Language (ESL); Technology in every classroom with one to one Chrome books; Science fair; Math Olympiad's; Spelling Bee; History Fair; Student Council; Principal's Student Advisory Club, Instructional Specialist; Dyslexia Specialist; Experiential Learning Classroom; Campus Assessment and Referral team; Special Education Inclusion; Fifth-grade Choir; cultural arts performances; 5th Grade Camp; Accelerated Reader Program; After-school Music club; STOP Program; After-school STEM, Art and Chess Clubs; and PASAR after-school childcare.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 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 Summary

The safety of our students, staff and facilities is of the utmost importance at Beverly. In that regard, Plano ISD and Beverly Elementary have specific protocols to promote safety and security on our campus. Plano ISD has adopted the Standard Response Protocol (SRP) for use during emergency or critical incidents. Another protocol is the Standard Reunification Model used for reunifying parents and students during or following an incident.

Everyone in the community is a part of keeping our campus safe. Students, staff and parents can anonymously share safety and other concerns with school administrators at any time of day using a computer or mobile device. We are proud of the consistent and meaningful parent and teacher communication that happens throughout the school year. Teachers frequently communicate with parents and give positive feedback on their child's school day. Each grade level has their own communication system to facilitate the home-school connection. The campus also utilizes Facebook and other social media outlets to share all the wonderful events at Beverly.

Ethical behavior and mutual respect for individual diversity at Beverly one of our strongest beliefs. Each child is a valued learner with his/her own strengths and should be actively engaged in a caring, nurturing, and safe environment. Beverly is an exception school that fosters a sense of belonging and family.

Teachers and staff use research based practices and authentic data to drive meaningful instruction for all students at Beverly. Social emotional learning is embedded throughout the day for all students.

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 Learning

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

Accountability Data

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

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- 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
- 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

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 29, 2020




Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.











Performance Objective 1: HB3 - The percent of Beverly 3rd grade students that score meets grade level or above on STAAR Reading will increase from 74% in 2019 to 76% by June 2021. The white student group performance will increase from 66% in 2019 to 67% in 2021.

HB3 Goal

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborative teams and support staff will utilize formative assessment data to ensure all students meet projected growth.</p> <p>Strategy's Expected Result/Impact: Lesson plans include, pre and post assessments, and extension opportunities.</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 and track individual progress on assessment.</p> <p>Staff Responsible for Monitoring: Principal and Vice Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will use SEL strategies to promote a Growth Mindset and build strong relationships between teacher and students across all grade levels.</p> <p>Strategy's Expected Result/Impact: Community Circles will be incorporated into the educational day (with proper distancing during Covid-19).</p> <p>Students will be greeted at beginning of 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> <p>Staff Responsible for Monitoring: Principal and Vice Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Grade level collaborative teams will provide differentiated instruction to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Principal and Vice Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:







Student Learning
<p>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.</p>
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: HRS level 2 survey indicates that there is a need for a written plan and collaborative commitments to the PLC process.</p>








Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 2: The percent of Beverly students that score Meets grade level or above on STAAR Reading 3-5 will increase from 84% in 2019 to 86% by June 2021. The white student group performance will increase from 78% in 2019 to 79% in 2021. The Economically Disadvantaged student group performance will increase from 71% in 2019 to 76% in 2021.

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborative teams and support staff will utilize formative assessment data to ensure all students meet projected growth.</p> <p>Strategy's Expected Result/Impact: Lesson plans include, pre and post assessments, and extension opportunities.</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 and track individual progress on assessment.</p> <p>Staff Responsible for Monitoring: Principal and Vice Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will use SEL strategies to promote a Growth Mindset and build strong relationships between teacher and students across all grade levels.</p> <p>Strategy's Expected Result/Impact: Community Circles will be incorporated into the educational day (with proper distancing during Covid-19).</p> <p>Students will be greeted at beginning of 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> <p>Staff Responsible for Monitoring: Principal and Vice Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Grade level collaborative teams will provide differentiated instruction to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Principal and Vice Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:







Student Learning
<p>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.</p>
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: HRS level 2 survey indicates that there is a need for a written plan and collaborative commitments to the PLC process.</p>








Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 3: The percent of Beverly students that score Meets grade level or above on STAAR Writing 4 will increase from 88% in 2019 to 90% by June 2021. The Economically Disadvantaged student group performance will increase from 64% in 2019 to 69% in 2021. The English Learner student group performance will increase from 71% in 2019 to 74% in 2021.

Evaluation Data Sources: 2020-21 Writing STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborative teams and support staff will utilize formative assessment data to ensure all students meet projected growth.</p> <p>Strategy's Expected Result/Impact: Lesson plans include, pre and post assessments, and extension opportunities.</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 and track individual progress on assessment.</p> <p>Staff Responsible for Monitoring: Principal and Vice Principal</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will use SEL strategies to promote a Growth Mindset and build strong relationships between teacher and students across all grade levels.</p> <p>Strategy's Expected Result/Impact: Community Circles will be incorporated into the educational day (with proper distancing during Covid-19).</p> <p>Students will be greeted at beginning of 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> <p>Staff Responsible for Monitoring: Principal and Vice Principal</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Grade level collaborative teams will provide differentiated instruction to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Principal and Vice Principal</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:

Student Learning
<p>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.</p>
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: HRS level 2 survey indicates that there is a need for a written plan and collaborative commitments to the PLC process.</p>







Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.








Performance Objective 1: HB3 - The percent of Beverly 3rd grade students that score meets grade level or above on STAAR Math will increase from 85% in 2019 to 86% by June 2021. The white student group performance will increase from 82% in 2019 to 83% in 2021.

HB3 Goal

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborative teams and support staff will utilize formative assessment data to ensure all students meet projected growth. Strategy's Expected Result/Impact: Lesson plans include, pre and post assessments, and extension opportunities.</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 and track individual progress on assessment.</p> <p>Staff Responsible for Monitoring: Principal and Vice Principal TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will use SEL strategies to promote a Growth Mindset and build strong relationships between teacher and students across all grade levels.</p> <p>Strategy's Expected Result/Impact: Community Circles will be incorporated into the educational day (with proper distancing during Covid-19).</p> <p>Students will be greeted at beginning of 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> <p>Staff Responsible for Monitoring: Principal and Vice Principal TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Grade level collaborative teams will provide differentiated instruction to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Principal and Vice Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:







Student Learning
<p>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.</p>
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: HRS level 2 survey indicates that there is a need for a written plan and collaborative commitments to the PLC process.</p>








Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 2: The percent of Beverly students that score Meets grade level or above on STAAR Math 3-5 will increase from 88% in 2019 to 89% by June 2021. The Economically Disadvantaged student group performance will increase from 76% in 2019 to 80% in 2021. The Hispanic student group performance will increase from 87% in 2019 to 91% in 2021.

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborative teams and support staff will utilize formative assessment data to ensure all students meet projected growth.</p> <p>Strategy's Expected Result/Impact: Lesson plans include, pre and post assessments, and extension opportunities.</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 and track individual progress on assessment.</p> <p>Staff Responsible for Monitoring: Principal and Vice Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will use SEL strategies to promote a Growth Mindset and build strong relationships between teacher and students across all grade levels.</p> <p>Strategy's Expected Result/Impact: Community Circles will be incorporated into the educational day (with proper distancing during Covid-19).</p> <p>Students will be greeted at beginning of 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> <p>Staff Responsible for Monitoring: Principal and Vice Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Grade level collaborative teams will provide differentiated instruction to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Principal and Vice Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:







Student Learning
<p>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.</p>
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: HRS level 2 survey indicates that there is a need for a written plan and collaborative commitments to the PLC process.</p>








Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

Performance Objective 1: The percent of Beverly students that score Meets grade level or above on STAAR Science 5 will increase from 76% in 2019 to 78% by June 2021. The Economically Disadvantaged student group performance will increase from 58% in 2019 to 62% in 2021. The Hispanic student group performance will increase from 64% in 2019 to 68% in 2021.

Evaluation Data Sources: 2020-21 Science STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborative teams and support staff will utilize formative assessment data to ensure all students meet projected growth.</p> <p>Strategy's Expected Result/Impact: Lesson plans include, pre and post assessments, and extension opportunities.</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 and track individual progress on assessment.</p> <p>Staff Responsible for Monitoring: Principal and Vice Principal</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will use SEL strategies to promote a Growth Mindset and build strong relationships between teacher and students across all grade levels.</p> <p>Strategy's Expected Result/Impact: Community Circles will be incorporated into the educational day (with proper distancing during Covid-19).</p> <p>Students will be greeted at beginning of 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> <p>Staff Responsible for Monitoring: Principal and Vice Principal</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Grade level collaborative teams will provide differentiated instruction to meet the needs of all students. Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Principal and Vice Principal</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
	 40%	 85%	 95%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>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.</p>
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: HRS level 2 survey indicates that there is a need for a written plan and collaborative commitments to the PLC process.</p>

2020-21 SBIC

Committee Role	Name	Position
Administrator	Cynthia Savant	Principal
District-level Professional	Connie Matthews	Assistant Principal
Parent	Miwa Nakagawa	Parent
Parent	Joshua Johnson	Parent
Parent	Tjuana Tanner	Parent
Parent	Roxanna Robertson	Parent
Parent	Michael Robertson	Parent
Community Representative	Cynthia Flores-Harris	Community Member
Non-classroom Professional	Tracy Bulino	Faculty Member-Counselor
Non-classroom Professional	Matthew Gonzales	Faculty Member
Paraprofessional	Diane Barnett	Support Staff-Office Manager
Non-classroom Professional	Elizabeth Sandlin	Faculty Member-Instructional Specialist
Non-classroom Professional	Faith Rowell	Faculty Member
Non-classroom Professional	Megan Hart	ESL Specialist-Faculty Member
Non-classroom Professional	Ben Porter	Physical Education
Classroom Teacher	Karen Luellen	Faculty Member
Classroom Teacher	Jennifer Beech	Faculty Member
Classroom Teacher	Hannah Lowry	Faculty Member
Classroom Teacher	Rexann Pawloski	Faculty Member
Classroom Teacher	Katie Phillips	Faculty Member
Classroom Teacher	Julie Montgomery	Faculty Member

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Beverly

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	74	93	78		91		88	63	71	83	88	88	70	84
2020	76	95	78		91		89	64	73	84	90	88	71	85
2021	78	98	79		92		91	66	76	86	92	89	73	86
2022	81	100	80		93		92	68	80	88	94	90	75	88
2023	85	100	81		94		95	70	85	91	98	91	78	90
2024	90	100	82		95		98	73	91	94	100	92	82	92

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	74	87	87		95		75	71	76	67	88	91	74	88
2020	76	89	87		95		76	72	78	68	89	91	75	89
2021	78	91	88		96		77	74	80	69	90	92	76	89
2022	81	94	88		96		78	76	83	71	92	92	78	90
2023	85	98	89		97		79	78	87	73	94	93	80	92
2024	90	100	90		98		81	81	92	76	97	94	83	93

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Beverly

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students		11	38		15			6	12		18	57	16	73
2019	57	100	66		80			50	75		78	79	56	74
2020	59	100	66		80			51	77		80	79	57	75
2021	61	100	67		81			53	80		82	80	59	76
2022	64	100	68		82			55	84		84	81	61	78
2023	68	100	69		83			57	89		88	82	64	80
2024	73	100	70		84			60	95		92	83	68	82

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Beverly

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students		11	38		15			6	12		18	57	16	73
2019	71	91	82		100			67	92		89	88	75	85
2020	73	93	82		100			68	94		90	88	76	86
2021	75	95	83		100			70	96		91	89	77	86
2022	78	98	83		100			72	99		93	89	79	87
2023	82	100	84		100			74	100		95	90	81	89
2024	87	100	85		100			77	100		98	91	84	90

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

Beverly Goal - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 88% in 2019 to 90% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
89% 2019 Baseline: 88%	90%	92%	94%	96%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	100	75	86	*	93	*	*	67	64	*	71	90	78	88
2020	101	77	86	*	93	*	*	68	66	*	72	90	79	89
2021	104	79	87	*	94	*	*	69	69	*	74	91	81	90
2022	107	83	87	*	94	*	*	71	73	*	77	91	83	92
2023	111	87	88	*	95	*	*	74	78	*	80	92	86	94
2024	116	93	90	*	97	*	*	77	84	*	85	94	89	96
2019-2021	4	4	1	*	1	*	*	2	5	*	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Beverly - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 76% in 2019 to 78% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
77% 2019 Baseline: 76%	78%	79%	80%	81%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	43	64	72	*	88	*	*	56	58	*	88	81	50	76
2020	44	65	72	*	88	*	*	57	59	*	89	81	51	77
2021	47	68	72	*	88	*	*	58	62	*	90	81	52	78
2022	50	70	73	*	89	*	*	60	65	*	91	82	54	79
2023	54	74	73	*	89	*	*	63	69	*	93	82	56	80
2024	59	79	74	*	90	*	*	66	74	*	96	83	59	81
2019-2021	4	4	0	*	0	*	*	2	4	*	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>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 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program 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 Campuses Only: 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 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● 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. ● 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. 		
Principal	<p>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>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 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● 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		
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