

**Plano Independent School District**  
**Beverly Elementary**  
**2021-2022**



**Board Approval Date:** November 3, 2021

# 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: September 16, 2021

## Needs Assessment Overview

### Needs Assessment Overview Summary

# 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%, 2018-2019 8.9%.

# 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:** Students in grades K-5 did not meet expected growth measures targeting reading and math MAP and STAAR scores in the 2020-2021 school year. Students may have needed more time for differentiated learning targeting their specific needs. Students may have also needed more social emotional growth due to the impact of outside factors such as the pandemic.

# 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 addition to the outstanding instructional program provided each day, Beverly offers many campus specialized programs.

These include but are not limited to: 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; Collin County Adventure camp (fifth-grade); cultural arts performances; 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. Teachers realize they need to recommit to the PLC process. Part of the problem was due to time-constraints during our current academic circumstances and not prioritizing collaboration/PLC process. The consequences of the pandemic added to these time constraints.

# 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:** Students in grades K-5 did not meet expected growth measures targeting reading and math MAP and STAAR scores in the 2020-2021 school year. Students may have needed more time for differentiated learning targeting their specific needs. Students may have also needed more social emotional growth due to the impact of outside factors such as the pandemic.

**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. Teachers realize they need to recommit to the PLC process. Part of the problem was due to time-constraints during our current academic circumstances and not prioritizing collaboration/PLC process . The consequences of the pandemic added to these time constraints.

**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




**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 ELAR from 2019 to 2022.











**Performance Objective 1:** HB3 - The percent of Beverly 3rd grade students that score meets grade level or above on STAAR/EOC ELAR will increase from 74% in 2019 to 78% by June 2022. The white student group performance will increase from 66% in 2019 to 68% in 2022.

## HB3 Goal

**Evaluation Data Sources:** 2021-2022 STAAR Results

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborative teams and support staff will utilize formative assessment data to ensure all students meet projected growth. <b>Strategy's Expected Result/Impact:</b> -Data sources will display growth for Q1 and Q2 students as measured by district and state assessments. - Lesson plans will exhibit improvement to include pre and post assessments, extension opportunities, evidence of using exit tickets, and routine use of various common formative assessments as measured by the collaborative feedback form and examination of lesson plans. -teachers will guide students to develop growth goals, track individual progress on assessment, and show evidence of how goal setting impacted student learning as measured by district testing. <b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Collaborative teams will use SEL strategies to promote a Growth Mindset and build strong relationships between teacher and students across all grade levels. <b>Strategy's Expected Result/Impact:</b> -Data will display growth across student groups as measured by district and state assessments. -Teachers will display evidence of Community Circles incorporated into the educational day, Growth Mindset lessons to support a positive classroom culture, and lessons that include social skills to promote self regulation as measured by examination of lesson plans and teacher walkthrough data. -Counselor will provide SEL training to staff and small group social skills lessons to students as measured by counselor data. <b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Teachers, Counselor  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Grade level collaborative teams will provide differentiated instruction to meet the needs of all students. <b>Strategy's Expected Result/Impact:</b> -Data will display growth across student groups as measured by district and state assessments. -Evidence of pre assessments to respond to student differences, enrichment and extended learning to meet student learning needs, and planned student collaboration within classroom routines to enrich student learning as measured by examination of lesson plans and teacher walkthrough data. -Small group lessons will be developed to target growth needs and data from these lessons will display evidence of growth as measured by examination of lesson plans, teacher walkthrough data, and performance data. <b>Staff Responsible for Monitoring:</b> Principal , Vice Principal, Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Data from MAP and STAAR growth analysis indicates a need across all student groups to meet and exceed expected growth measures. <b>Root Cause:</b> Students in grades K-5 did not meet expected growth measures targeting reading and math MAP and STAAR scores in the 2020-2021 school year. Students may have needed more time for differentiated learning targeting their specific needs. Students may have also needed more social emotional growth due to the impact of outside factors such as the pandemic.

### School Processes & Programs







**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. Teachers realize they need to recommit to the PLC process. Part of the problem was due to time-constraints during our current academic circumstances and not prioritizing collaboration/PLC process . The consequences of the pandemic added to these time constraints.











**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 ELAR from 2019 to 2022.

**Performance Objective 2:** The percent of Beverly students that score Meets grade level or above on STAAR/ EOC ELAR 3-5 will increase from 84% in 2019 to 88% by June 2022. The white student group performance will increase from 78% in 2019 to 80% in 2022. The Economically Disadvantaged student group performance will increase from 71% in 2019 to 80% in 2022.

**Evaluation Data Sources:** 2021-2022 STAAR Results

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborative teams and support staff will utilize formative assessment data to ensure all students meet projected growth. <b>Strategy's Expected Result/Impact:</b> -Data sources will display growth for Q1 and Q2 students as measured by district and state assessments. - Lesson plans will exhibit improvement to include pre and post assessments, extension opportunities, evidence of using exit tickets, and routine use of various common formative assessments as measured by the collaborative feedback form and examination of lesson plans. -teachers will guide students to develop growth goals, track individual progress on assessment, and show evidence of how goal setting impacted student learning as measured by district testing. <b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Collaborative teams will use SEL strategies to promote a Growth Mindset and build strong relationships between teacher and students across all grade levels. <b>Strategy's Expected Result/Impact:</b> -Data will display growth across student groups as measured by district and state assessments. -Teachers will display evidence of Community Circles incorporated into the educational day, Growth Mindset lessons to support a positive classroom culture, and lessons that include social skills to promote self regulation as measured by examination of lesson plans and teacher walkthrough data. -Counselor will provide SEL training to staff and small group social skills lessons to students as measured by counselor data. <b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Teachers, Counselor  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Grade level collaborative teams will provide differentiated instruction to meet the needs of all students. <b>Strategy's Expected Result/Impact:</b> -Data will display growth across student groups as measured by district and state assessments. -Evidence of pre assessments to respond to student differences, enrichment and extended learning to meet student learning needs, and planned student collaboration within classroom routines to enrich student learning as measured by examination of lesson plans and teacher walkthrough data. -Small group lessons will be developed to target growth needs and data from these lessons will display evidence of growth as measured by examination of lesson plans, teacher walkthrough data, and performance data. <b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1 <b>Funding Sources:</b> materials, technology programs, training - 199 Bilingual/ESL/ELL - \$306	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Utilize adult temps for accelerated instruction. Students who did not meet expected growth measures as indicated by state and district testing will meet for 30 hours of accelerated instruction in each subject area. <b>Strategy's Expected Result/Impact:</b> Increase the percentage of students performing at the approaches level or above on STAAR as measured by state testing data. <b>Staff Responsible for Monitoring:</b> Principal and Vice Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> adult temps - 199 State Comp Ed - \$625, adult temps - 282 ESSER III - \$600	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

## Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Data from MAP and STAAR growth analysis indicates a need across all student groups to meet and exceed expected growth measures. <b>Root Cause:</b> Students in grades K-5 did not meet expected growth measures targeting reading and math MAP and STAAR scores in the 2020-2021 school year. Students may have needed more time for differentiated learning targeting their specific needs. Students may have also needed more social emotional growth due to the impact of outside factors such as the pandemic.
School Processes & Programs
<b>Problem Statement 1:</b> A need exists to establish a common curriculum model and language to support a consistent academic program. <b>Root Cause:</b> HRS level 2 survey indicates that there is a need for a written plan and collaborative commitments to the PLC process. Teachers realize they need to recommit to the PLC process. Part of the problem was due to time-constraints during our current academic circumstances and not prioritizing collaboration/PLC process. The consequences of the pandemic added to these time constraints.









**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 2022.








**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 87% by June 2022. The white student group performance will increase from 82% in 2019 to 83% in 2022.

### HB3 Goal

**Evaluation Data Sources:** 2021-2022 STAAR Results

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborative teams and support staff will utilize formative assessment data to ensure all students meet projected growth. <b>Strategy's Expected Result/Impact:</b> -Data sources will display growth for Q1 and Q2 students as measured by district and state assessments. - Lesson plans will exhibit improvement to include pre and post assessments, extension opportunities, evidence of using exit tickets, and routine use of various common formative assessments as measured by the collaborative feedback form and examination of lesson plans. -teachers will guide students to develop growth goals, track individual progress on assessment, and show evidence of how goal setting impacted student learning as measured by district testing. <b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Collaborative teams will use SEL strategies to promote a Growth Mindset and build strong relationships between teacher and students across all grade levels. <b>Strategy's Expected Result/Impact:</b> -Data will display growth across student groups as measured by district and state assessments. -Teachers will display evidence of Community Circles incorporated into the educational day, Growth Mindset lessons to support a positive classroom culture, and lessons that include social skills to promote self regulation as measured by examination of lesson plans and teacher walkthrough data. -Counselor will provide SEL training to staff and small group social skills lessons to students as measured by counselor data. <b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Teachers, Counselor  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Grade level collaborative teams will provide differentiated instruction to meet the needs of all students. <b>Strategy's Expected Result/Impact:</b> -Data will display growth across student groups as measured by district and state assessments. -Evidence of pre assessments to respond to student differences, enrichment and extended learning to meet student learning needs, and planned student collaboration within classroom routines to enrich student learning as measured by examination of lesson plans and teacher walkthrough data. -Small group lessons will be developed to target growth needs and data from these lessons will display evidence of growth as measured by examination of lesson plans, teacher walkthrough data, and performance data. <b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

### Performance Objective 1 Problem Statements:







Student Learning
<b>Problem Statement 1:</b> Data from MAP and STAAR growth analysis indicates a need across all student groups to meet and exceed expected growth measures. <b>Root Cause:</b> Students in grades K-5 did not meet expected growth measures targeting reading and math MAP and STAAR scores in the 2020-2021 school year. Students may have needed more time for differentiated learning targeting their specific needs. Students may have also needed more social emotional growth due to the impact of outside factors such as the pandemic.
School Processes & Programs
<b>Problem Statement 1:</b> A need exists to establish a common curriculum model and language to support a consistent academic program. <b>Root Cause:</b> HRS level 2 survey indicates that there is a need for a written plan and collaborative commitments to the PLC process. Teachers realize they need to recommit to the PLC process. Part of the problem was due to time-constraints during our current academic circumstances and not prioritizing collaboration/PLC process. The consequences of the pandemic added to these time constraints.











**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 2022.

**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 90% by June 2022. The Economically Disadvantaged student group performance will increase from 76% in 2019 to 83% in 2022. The Hispanic student group performance will increase from 87% in 2019 to 94% in 2022.

**Evaluation Data Sources:** 2021-2022 STAAR Results

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborative teams and support staff will utilize formative assessment data to ensure all students meet projected growth. <b>Strategy's Expected Result/Impact:</b> -Data sources will display growth for Q1 and Q2 students as measured by district and state assessments. - Lesson plans will exhibit improvement to include pre and post assessments, extension opportunities, evidence of using exit tickets, and routine use of various common formative assessments as measured by the collaborative feedback form and examination of lesson plans. -teachers will guide students to develop growth goals, track individual progress on assessment, and show evidence of how goal setting impacted student learning as measured by district testing. <b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	Formative		
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<b>Strategy 4:</b> Utilize adult temps for accelerated instruction. Students who did not meet expected growth measures as indicated by state and district testing will meet for 30 hours of accelerated instruction in each subject area. <b>Strategy's Expected Result/Impact:</b> Increase the percentage of students performing at the approaches level or above on STAAR as measured by state testing data. <b>Staff Responsible for Monitoring:</b> Principal and Vice Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> adult temps - 199 State Comp Ed - \$625, adult temps - 282 ESSER III - \$600	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

## Performance Objective 2 Problem Statements:





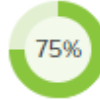

Student Learning
<b>Problem Statement 1:</b> Data from MAP and STAAR growth analysis indicates a need across all student groups to meet and exceed expected growth measures. <b>Root Cause:</b> Students in grades K-5 did not meet expected growth measures targeting reading and math MAP and STAAR scores in the 2020-2021 school year. Students may have needed more time for differentiated learning targeting their specific needs. Students may have also needed more social emotional growth due to the impact of outside factors such as the pandemic.
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**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 2022.

**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 79% by June 2022. The Economically Disadvantaged student group performance will increase from 58% in 2019 to 65% in 2022. The Hispanic student group performance will increase from 64% in 2019 to 70% in 2022.

**Evaluation Data Sources:** 2021-2022 STAAR Results

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborative teams and support staff will utilize formative assessment data to ensure all students meet projected growth. <b>Strategy's Expected Result/Impact:</b> -Data sources will display growth for Q1 and Q2 students as measured by district and state assessments. - Lesson plans will exhibit improvement to include pre and post assessments, extension opportunities, evidence of using exit tickets, and routine use of various common formative assessments as measured by the collaborative feedback form and examination of lesson plans. -teachers will guide students to develop growth goals, track individual progress on assessment, and show evidence of how goal setting impacted student learning as measured by district testing. <b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Teachers  <b>Problem Statements:</b> Student Learning 1	Formative		
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	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Data from MAP and STAAR growth analysis indicates a need across all student groups to meet and exceed expected growth measures. <b>Root Cause:</b> Students in grades K-5 did not meet expected growth measures targeting reading and math MAP and STAAR scores in the 2020-2021 school year. Students may have needed more time for differentiated learning targeting their specific needs. Students may have also needed more social emotional growth due to the impact of outside factors such as the pandemic.
School Processes & Programs
<b>Problem Statement 1:</b> A need exists to establish a common curriculum model and language to support a consistent academic program. <b>Root Cause:</b> HRS level 2 survey indicates that there is a need for a written plan and collaborative commitments to the PLC process. Teachers realize they need to recommit to the PLC process. Part of the problem was due to time-constraints during our current academic circumstances and not prioritizing collaboration/PLC process. The consequences of the pandemic added to these time constraints.

# SBIC

Committee Role	Name	Position
Administrator	Cynthia Savant	Principal
Administrator	Connie Matthews	Assistant Principal
Parent	Michael Robertson	Parent
Parent	Bethany Azad	Parent
Parent	Sophia Li	Parent
Community Representative	Molly Augustine	Community Member
Community Representative	Jill McCord	Community Member
Community Representative	Cynthia Flores-Harris	Community Member
Non-classroom Professional	Matthew Gonzales	Faculty Member
Non-classroom Professional	Tracy Bulino	Faculty Member-Counselor
Paraprofessional	Diane Barnett	Office Manager
Non-classroom Professional	Whitney Truong	Faculty Member-Instructional Specialist
Non-classroom Professional	Cindy Merritt	Faculty Member
Classroom Teacher	Megan Hart	Faculty Member-ESL
Non-classroom Professional	Ben Porter	Faculty Member-Music
Classroom Teacher	Karen Luellen	Faculty Member
Classroom Teacher	Kimmie Nelson	Faculty Member
Classroom Teacher	Hannah Lowry	Faculty Member
Classroom Teacher	Kim Luczycki	Faculty Member
Classroom Teacher	Katie Phillips	Faculty Member
Classroom Teacher	Julie Montgomery	Faculty Member

# Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	adult temps		\$625.00
2	2	4	adult temps		\$625.00
Sub-Total					\$1,250.00
Budgeted Fund Source Amount					\$1,250.00
+/- Difference					\$0.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	materials, technology programs, training		\$306.00
Sub-Total					\$306.00
Budgeted Fund Source Amount					\$306.00
+/- Difference					\$0.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	adult temps		\$600.00
2	2	4	adult temps		\$600.00
Sub-Total					\$1,200.00
Budgeted Fund Source Amount					\$1,200.00
+/- Difference					\$0.00
Grand Total Budgeted					\$2,756.00
Grand Total Spent					\$2,756.00
+/- Difference					\$0.00



# 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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<b>Bullying</b> <b>Staff Prevention</b> <ul style="list-style-type: none"> <li>Identify high risk areas</li> <li>Monitor high risk areas</li> <li>Follow campus rules/expectations</li> </ul> <b>Staff Education</b> <ul style="list-style-type: none"> <li>Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>Review referral process</li> </ul> <b>Staff Intervention</b> <ul style="list-style-type: none"> <li>Establish recommended intervention strategies for classroom/campus</li> <li>Implement campus referral plan</li> <li>Utilize Discipline Management strategies</li> </ul> <b>Student Prevention</b> <ul style="list-style-type: none"> <li>Clearly state student expectations/campus rules/citizenship</li> <li>Monitor high risk areas</li> </ul> <b>Student Education</b> <ul style="list-style-type: none"> <li>Explain referral process/contacts</li> <li>Anonymous Tip Line</li> </ul> <b>Student Intervention</b> <ul style="list-style-type: none"> <li>Apply classroom interventions</li> </ul>	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"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal	<p><b>Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● 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.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● K-8 Measure MVPA and physical activity time</li> </ul>	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"> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul>		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none"><li>● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li><li>● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li><li>● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li></ul>		
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