Plano Independent School District

Beverly Elementary

2022-2023

Board Approval Date: September 20, 2022

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

Priority Problem Statements

Problem Statement 1: 2021-2022 no students scored Advanced High rating on TELPAS Speaking in grades 2-5.

Root Cause 1: Students have not had as many opportunities for collaboration and speaking over the past two years.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There was an 87% passing rate and a 76% Meets rating on ELA/ Reading STAAR for students in the subcategory of Economically Disadvantaged, whereas all students scored 95% passing with 88% Meets.

Root Cause 2: Students have not had as many educational opportunities and life experiences compared to peers.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There was a 72% passing rate and a 61% Meets rating on Science STAAR for students in the subcategory of Economically Disadvantaged. Whereas, all students scored 88% passing with 73% Meets.

Root Cause 3: Students have not had as many educational opportunities and life experiences compared to peers.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

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 2022 to 2023.
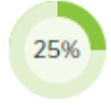
Performance Objective 1: HB3 - The percent of Beverly 3rd grade students that score meets grade level or above on STAAR/EOC ELAR will increase from 94% in 2022 to 95% by June 2023. The white student group performance will increase from 90% in 2022 to 91% in 2023. The Economically Disadvantaged student group performance will increase from 85% in 2022 to 87% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Results

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborative teams and support staff will utilize formative assessment data to ensure all students meet projected growth.	**Formative**		
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal, Vice Principal, Teachers **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Feb**	**June**
	25%		

Strategy 2 Details	Formative Reviews		
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.	**Formative**		
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal, Vice Principal, Teachers, Counselor **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Feb**	**June**
	25%		

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Grade level collaborative teams will provide differentiated instruction to meet the needs of all students.	**Formative**		
Strategy's Expected Result/Impact: Data will display growth across student groups as measured by district and state assessments. **Staff Responsible for Monitoring:** Principal , Vice Principal, Teachers **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Feb**	**June**
	25%		

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Utilize the district provided opportunities for extended planning to increase collaborative planning opportunities and help students meet expected growth measures.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Data will indicate the use of extended planning opportunities provided by the district and display student growth as measured by district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Team Leaders	25%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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 2022 to 2023.

Performance Objective 2: The percent of Beverly students that score Meets grade level or above on STAAR/ EOC ELAR 3-5 will increase from 88% in 2022 to 89% by June 2023. The Special Education student group performance will increase from 58% in 2022 to 61% in 2023. The Economically Disadvantaged student group performance will increase from 76% in 2022 to 78% in 2023.

Evaluation Data Sources: 2023 STAAR Results

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborative teams and support staff will utilize formative assessment data to ensure all students meet projected growth.	**Formative**		
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal, Vice Principal, Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2	**Nov**	**Feb**	**June**
	25%		

Strategy 2 Details	Formative Reviews		
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.	**Formative**		
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal, Vice Principal, Teachers, Counselor **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2	**Nov**	**Feb**	**June**
	25%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Grade level collaborative teams will provide differentiated instruction to meet the needs of all students.	Formative		
Strategy's Expected Result/Impact: Data will display growth across student groups as measured by district and state assessments. **Staff Responsible for Monitoring:** Principal, Vice Principal, Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2 **Funding Sources:** materials, technology programs, training - 199 Bilingual/ESL/ELL	Nov	Feb	June
	25%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize the district provided opportunities for extended planning to increase collaborative planning opportunities and help students meet expected growth measures.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Data will indicate the use of extended planning opportunities provided by the district and display student growth as measured by district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Team Leaders	25%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 2021-2022 no students scored Advanced High rating on TELPAS Speaking in grades 2-5. **Root Cause**: Students have not had as many opportunities for collaboration and speaking over the past two years.
Problem Statement 2: There was an 87% passing rate and a 76% Meets rating on ELA/ Reading STAAR for students in the subcategory of Economically Disadvantaged, whereas all students scored 95% passing with 88% Meets. **Root Cause**: Students have not had as many educational opportunities and life experiences compared to peers.

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 2022 to 2023.

Performance Objective 1: HB3 - The percent of Beverly 3rd grade students that score meets grade level or above on STAAR Math will increase from 79% in 2022 to 80% by June 2023. The white student group performance will increase from 67% in 2022 to 68% in 2023. The Economically Disadvantaged student group performance will increase from 54% in 2022 to 56% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Results

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborative teams and support staff will utilize formative assessment data to ensure all students meet projected growth.	**Formative**		
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal, Vice Principal, Teachers **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Feb**	**June**
	25%		

Strategy 2 Details	Formative Reviews		
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.	**Formative**		
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal, Vice Principal, Teachers, Counselor **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Feb**	**June**
	25%		

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Grade level collaborative teams will provide differentiated instruction to meet the needs of all students.	**Formative**		
Strategy's Expected Result/Impact: Data will display growth across student groups as measured by district and state assessments. **Staff Responsible for Monitoring:** Principal, Vice Principal, Teachers **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Feb**	**June**
	25%		

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Utilize the district provided opportunities for extended planning to increase collaborative planning opportunities and help students meet expected growth measures.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Data will indicate the use of extended planning opportunities provided by the district and display student growth as measured by district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Team Leaders	25%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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 2022 to 2023.
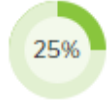
Performance Objective 2: The percent of Beverly students that score Meets grade level or above on STAAR Math 3-5 will increase from 82% in 2022 to 83% by June 2023. The Economically Disadvantaged student group performance will increase from 73% in 2022 to 75% in 2023. The Special Education student group performance will increase from 68% in 2022 to 71% in 2023.

    Evaluation Data Sources: 2023 STAAR Results

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborative teams and support staff will utilize formative assessment data to ensure all students meet projected growth.	Formative		
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal, Vice Principal, Teachers **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June
	25%		

Strategy 2 Details	Formative Reviews		
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.	Formative		
Strategy's Expected Result/Impact: Teachers will display evidence of Community Circles incorporated into the educational day, Growth Mindset **Staff Responsible for Monitoring:** Principal, Vice Principal, Teachers, Counselor **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June
	25%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Grade level collaborative teams will provide differentiated instruction to meet the needs of all students.	Formative		
Strategy's Expected Result/Impact: Data will display growth across student groups as measured by district and state assessments. **Staff Responsible for Monitoring:** Principal, Vice Principal, Teachers **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June
	25%		

Strategy 4 Details	Formative Reviews		

Strategy 4: Utilize the district provided opportunities for extended planning to increase collaborative planning opportunities and help students meet expected growth measures.
 	
    Strategy's Expected Result/Impact: Data will indicate the use of extended planning opportunities provided by the district and display student growth as measured by district and state assessments.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leaders
	Formative		

	Nov	**Feb**	**June**
	25%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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 2022 to 2023.

Performance Objective 1: The percent of Beverly students that score Meets grade level or above on STAAR Science 5 will increase from 73% in 2022 to 74% by June 2023. The Economically Disadvantaged student group performance will increase from 61% in 2022 to 63% in 2023. The African American student group performance will increase from 30% in 2022 to 33% in 2023.

   Evaluation Data Sources: 2023 STAAR Results

   Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborative teams and support staff will utilize formative assessment data to ensure all students meet projected growth.	**Formative**		
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal, Vice Principal, Teachers **Problem Statements:** Student Learning 1, 3	**Nov**	**Feb**	**June**
	25%		

Strategy 2 Details	Formative Reviews		
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.	**Formative**		
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal, Vice Principal, Teachers, Counselor **Problem Statements:** Student Learning 1, 3	**Nov**	**Feb**	**June**
	25%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Grade level collaborative teams will provide differentiated instruction to meet the needs of all students.	**Formative**		
Strategy's Expected Result/Impact: Data will display growth across student groups as measured by district and state assessments. **Staff Responsible for Monitoring:** Principal, Vice Principal, Teachers **Problem Statements:** Student Learning 1, 3	**Nov**	**Feb**	**June**
	25%		

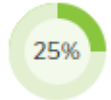| Strategy 4 Details	Formative Reviews		

Strategy 4: Utilize the district provided opportunities for extended planning to increase collaborative planning opportunities and help students meet expected growth measures.
 	
    Strategy's Expected Result/Impact: Data will indicate the use of extended planning opportunities provided by the district and display student growth as measured by district and state assessments.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leaders
	Formative		

	Nov	**Feb**	**June**
	25%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 2021-2022 no students scored Advanced High rating on TELPAS Speaking in grades 2-5. **Root Cause**: Students have not had as many opportunities for collaboration and speaking over the past two years.
Problem Statement 3: There was a 72% passing rate and a 61% Meets rating on Science STAAR for students in the subcategory of Economically Disadvantaged. Whereas, all students scored 88% passing with 73% Meets. **Root Cause**: Students have not had as many educational opportunities and life experiences compared to peers.

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**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$950.00
				+/- Difference	$950.00

199 Bilingual/ESL/ELL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	materials, technology programs, training		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$330.00
				+/- Difference	$330.00

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,100.00
				+/- Difference	$1,100.00
				Grand Total Budgeted	$2,380.00
				Grand Total Spent	$0.00
				+/- Difference	$2,380.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Beverly

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	4	6	21	0	19	0	6	13	4	9	41	11	52
2022	100	83	90		100		50	85	100	89	95	91	94
2023	100	85	91		100		53	87	100	91	96	92	95
2024	100	87	91		100		56	89	100	93	96	94	95
2025	100	89	92		100		60	91	100	96	97	96	96
2026	100	93	94		100		66	95	100	100	99	99	98
2027	100	97	95		100		73	99	100	100	100	100	99

HB3 Campus Goals - All Grades STAAR at Meets Standard   **Beverly**

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading   Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	4	10	23	0	22	0	5	14	1	22	50	12	62
2022	75	80	78		82		60	64	100	73	80	83	81
2023	77	82	79		83		63	66	100	75	81	84	82
2024	79	84	79		83		66	68	100	77	81	86	82
2025	81	86	80		84		70	70	100	80	82	88	83
2026	85	90	82		86		76	74	100	84	84	91	85
2027	89	94	83		87		83	78	100	89	85	94	86

HB3 Campus Goals - All Grades STAAR at Meets Standard

Beverly

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	10	5	24	0	29	0	8	18	2	13	58	15	73
2022	80	60	96		97		62	78	100	85	90	93	90
2023	82	62	97		98		65	80	100	87	91	94	91
2024	84	64	97		98		68	82	100	89	91	96	91
2025	86	66	98		99		72	84	100	92	92	98	92
2026	90	70	100		100		78	88	100	96	94	100	94
2027	94	74	100		100		85	92	100	100	95	100	95

HB3 Campus Goals - All Grades STAAR at Meets Standard

Beverly

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	18	21	68	0	70	0	19	45	7	44	149	38	187
2022	83	76	88		93		58	76	100	80	88	89	88
2023	85	78	89		94		61	78	100	82	89	90	89
2024	87	80	89		94		64	80	100	84	89	92	89
2025	89	82	90		95		68	82	100	87	90	94	90
2026	93	86	92		97		74	86	100	91	92	97	92
2027	97	90	93		98		81	90	100	96	93	100	93

HB3 Campus Goals - All Grades STAAR at Meets Standard

Beverly

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	4	6	21	0	19	0	6	13	4	9	41	11	52
2022	75	67	67		95		50	54	50	78	83	64	79
2023	78	69	68		96		53	56	51	80	84	66	80
2024	81	72	70		98		56	59	53	82	86	68	82
2025	84	76	72		100		60	63	55	85	88	71	84
2026	90	80	74		100		65	67	57	89	90	75	86
2027	96	86	77		100		72	73	60	94	93	80	89

HB3 Campus Goals - All Grades STAAR at Meets Standard   **Beverly**

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math   Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	4	10	23	0	22	0	5	14	1	22	50	12	62
2022	75	70	78		82		60	86	100	82	84	58	79
2023	78	72	79		83		63	88	100	84	85	60	80
2024	81	75	81		85		66	91	100	86	87	62	82
2025	84	79	83		87		70	95	100	89	89	65	84
2026	90	83	85		89		75	99	100	93	91	69	86
2027	96	89	88		92		82	100	100	98	94	74	89

HB3 Campus Goals - All Grades STAAR at Meets Standard

Beverly

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	10	5	24	0	29	0	8	18	2	13	58	15	73
2022	60	60	100		93		88	78	100	92	88	87	88
2023	63	62	100		94		91	80	100	94	89	89	89
2024	66	65	100		96		94	83	100	96	91	91	91
2025	69	69	100		98		98	87	100	99	93	94	93
2026	75	73	100		100		100	91	100	100	95	98	95
2027	81	79	100		100		100	97	100	100	98	100	98

HB3 Campus Goals - All Grades STAAR at Meets Standard   **Beverly**

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math   All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	18	21	68	0	70	0	19	45	7	44	149	38	187
2022	67	67	82		90		68	73	71	84	85	71	82
2023	70	69	83		91		71	75	72	86	86	73	83
2024	73	72	85		93		74	78	74	88	88	75	85
2025	76	76	87		95		78	82	76	91	90	78	87
2026	82	80	89		97		83	86	78	95	92	82	89
2027	88	86	92		100		90	92	81	100	95	87	92

HB3 Campus Goals - All Grades STAAR at Meets Standard

Beverly

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	10	5	24	0	29	0	8	18	2	13	58	15	73
2022	30	60	83		90		75	61	100	85	72	73	73
2023	33	62	84		91		78	63	100	87	73	75	74
2024	36	65	86		93		81	66	100	89	75	77	76
2025	39	69	88		95		85	70	100	92	77	80	78
2026	45	74	90		97		90	75	100	96	79	84	80
2027	51	80	93		100		97	81	100	100	82	88	83

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
Principal, Executive Director for Student & Family Services	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● 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.

	● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	**Coordinated Health Program** **Coordinated School Health** ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. [Campus Wellness Plan](#) ● 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. **Fitness** ● 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. **Physical Activity Requirements** ● 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.	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	● 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. ● 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. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal, Human Resources	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● 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, Executive Director for Student and Family Services	**Parent Involvement** ● 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		