

**Garland Independent School District**  
**Beaver Technology Center**  
**2025-2026 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designation**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Mathematics  
Academic Achievement in Science  
Postsecondary Readiness



**Board Approval Date:** October 28, 2025

# Mission Statement

**Together as educators, students, and families, we provide a safe, diverse, and interactive learning community. Learning is enriched through real-world experiences using the latest technology and unique resources, so that all students are successful builders of their own futures.**

## Vision

**We support learners by:**

- **Building relationships between adults and children within our school and community;**
- **Guiding students to become responsible members of society who demonstrate integrity, creativity, and the ability to work collaboratively with others;**
- **Challenging students to reach their maximum potential by being critical thinkers, problem solvers, and life-long learners; and**
- **Fostering student enthusiasm in becoming technologically sophisticated.**

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	6
School Processes & Programs .....	8
Perceptions .....	10
Priority Problem Statements .....	11
Comprehensive Needs Assessment Data Documentation .....	12
Goals .....	13
Goal 1: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams to 75% by 2030 (2025-2026 Target: 70%) .....	13
Goal 2: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams to 75% by 2030 (2025-2026 Target: 70%) .....	15
Goal 3: Increase the percentage of ALL first-grade students achieving grade level proficiency on iReady Reading assessments to 70% by 2030 (2025-2026 Target: 65%) .....	16
Goal 4: Increase the percentage of ALL first-grade students achieving grade level proficiency on iReady Math assessments to 55% by 2030 (2025-2026 Target: 50%) .....	17
Goal 5: Increase the Average Daily Attendance Rate from 96.7% to 98% by 2030 (2025-2026 target: 97%) .....	18
Goal 6: Increase parent participation perception from 82% to 90% by 2030 (2025-2026 Target: 85%) .....	19
Goal 7: Magnet Justification: To ignite student passion and achievement in science, technology, engineering, and mathematics by providing a rigorous, hands-on curriculum that prepares students for success in 21st-century STEM careers and higher education .....	20
Goal 8: EB Achievement .....	22
State Compensatory .....	23
Budget for Beaver Technology Center .....	23
Personnel for Beaver Technology Center .....	23
Title I Personnel .....	24
2025-2026 Campus Improvement Team .....	25
Campus Funding Summary .....	26

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Beaver Tech serves a very diverse student body that reflects a variety of linguistic and socioeconomic backgrounds. Our campus thrives on inclusivity, with strong representation across our community, a growing Gifted and Talented (GT) population, and increased community involvement in special programs. The staff is reflective of our student body, creating strong student-teacher connections, and our Bilingual/ESL programs are expanding to meet the needs of English Learners (ELs). According to the TEA report card, growth has been documented across all demographic groups. Furthermore, we've seen improved parental involvement among families of students with special needs, and positive engagement from our community in support of enrichment activities.

Despite these strengths, opportunities exist to deepen our understanding among students, address achievement disparities, and create more inclusive, accessible pathways for all families to participate in the school community.

### Demographics Strengths

Beaver Technology Center is a K-5 magnet school located in a Garland neighborhood, distinguished by its emphasis on math, science, and technology integration. Serving 562 students, our school fosters authentic collaboration, hands-on learning, and a culture of curiosity and innovation. Our campus is proudly diverse, with students representing a wide range of ethnic backgrounds, nearly 47% Hispanic, 23% Asian, 13% African American, and 13% White.

Our student population includes a wide spectrum of learners, with 64.77% identified as economically disadvantaged, 53.6% as English Learners, and 13.68% receiving special education services. Our Gifted and Talented program serves over 10% of students, and our Bilingual/ESL programs continue to expand in response to demographic shifts. We also serve a growing immigrant/refugee population and are responsive to the evolving needs of our students and families.

Beaver Tech offers a range of robust programs, including GT, Special Education, Bilingual/ESL, Title I, and enrichment opportunities like UIL Academics, VEX Robotics, and STEAM School, which align closely with the talents and interests of our students and the values of our staff. Our National Elementary Honor Society, Positive Behavioral Interventions and Supports (PBIS) initiative, reinforces a positive, student-centered culture.

Our staff reflects our commitment to equity and excellence, with 52.9% identifying as minority educators and 22.7% holding graduate degrees. On average, our teachers bring nearly nine years of experience, and over 20% are TIA-designated, demonstrating their impact on student growth and achievement. Strong leadership and staff dedication ensure that instruction is both rigorous and responsive to the needs of the students whom we serve.

Beaver Tech's high attendance rate (currently 97.29%, among the top in GISD) and a steady decline in behavior incidents are further evidence of our strong school climate and deep family-community partnerships. These strengths provide a solid foundation as we work to close achievement gaps, promote equity, and meet the needs of every learner.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Hispanic students in grades 3-5 lag behind in achieving "Meets Grade Level" on STAAR Reading assessments.

**Root Cause:** Limited exposure to authentic, grade-level complex texts that does not align to the rigor of the STAAR test with strong accountability structures for student growth and

monitoring.

**Problem Statement 2:** An increase in insensitive comments and teasing based on ethnicity was reported during the 2023-2024 school year. During the 2024-2025 school year, there was a decline in comments made.

**Root Cause:** Students lack structured opportunities to develop character development skills that focus on treating all peers with respect. There is a need for campus-wide character development education.

**Problem Statement 3:** Parent involvement at our school is low limiting collaboration and support for student success.

**Root Cause:** A key cause of this issue is a lack of time outside of the work day for parents to connect as well as a lack of understanding on how families can connect to the school. Engagement strategies that address language barriers, work schedules, and differing expectations around school involvement would be valuable to our school community to increase parent opportunities to connect.

# Student Learning

## Student Learning Summary

Beaver Technology Center continues to perform at a high academic level, with recent data showing strong gains in both standardized assessments and local benchmarks. In 2024–2025, the campus earned an Accountability Rating of 90 in Student Achievement, maintaining the school’s status as an "A" rated campus.

Student mastery in math increased in 3rd grade reading increased while there were declines in 4th and 5th grade masters and meets level. Hispanic students showed that there needs to be a focus on student achievement and growth at the meets and masters level, while our two or more races students did not meet the targeted growth standard for the closing domain gap. Asian students consistently outperform other groups, and all student groups show some level of upward progress.

Beaver Tech earned four TEA Distinction Designations in the 2024–2025 school year, underscoring its continued commitment to academic excellence. College and career readiness is integrated at the elementary level through a rich calendar of CCMR-aligned experiences, reinforcing academic and future-focused learning. The areas of focus for needed improvement is focused on closing the gaps and academic growth for all students. There are trends that show our highest performing students have dropped in their academic rating, and these students must be enriched to ensure that they maintain and grow beyond their current level.

Despite these achievements, growth data highlights areas for improvement, particularly in closing student group gaps and ensuring all assessments are aligned for instructional precision. Science achievement continues to be a focus across our curriculum as well to ensure students are performing at the masters level.

## Student Learning Strengths

Beaver Tech consistently demonstrates high academic achievement and meaningful gains among some student groups, especially in reading and math.

Recent increases in mastery-level performance among African American students highlight the success of targeted supports and interventions. The school’s integrated STEAM approach, enrichment programs, and a commitment to early intervention through data-driven instruction contribute to high student engagement and success levels.

Earning 4 TEA Distinctions reflects campus-wide instructional excellence and a culture of high expectations for the 2024-2025 school year.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** While math growth is strong in most grade levels, there are persistent achievement gaps among student groups, and mastery at Meets and Masters levels is not yet consistent across all grades and student populations.

**Root Cause:** Despite the strong use of formative assessments, instruction sometimes lacks alignment with STAAR rigor, particularly in application-based and multi-step problem-solving. Additionally, data-driven differentiation is not always effectively used to close learning gaps among student groups.

**Problem Statement 2:** Science growth from BOY to EOY is inconsistent from grade level to grade level, putting increased vs. shared accountability for the 5th grade science teacher to adequately prepare students for elementary STAAR. (85% met growth in 2nd grade, 48% met growth in 3rd grade, 35% in 4th grade, and 70% in 5th grade)

**Root Cause:** The root cause could be traced to a need for intentional science instruction in all grade levels to ensure that students are ready and prepared for the 5th grade assessment and ensure that teachers are vertically aligned from Kindergarten through 5th and teaching to the rigor needed. There is also a need for science intervention in earlier grades to eliminate learning gaps sooner.

**Problem Statement 3 (Prioritized):** Students show low grit (self-rated at 53%) and limited access to challenging enrichment opportunities, leading to decreased perseverance and

engagement, especially among high-achieving students.

**Root Cause:** Lack of systems to identify and monitor high-achieving students' needs. We need a uniform system for monitoring growth for all students. Teachers need PD for Differentiation structures (choice boards, project-based tasks, leveled questions) to implement consistently day to day.

# School Processes & Programs

## School Processes & Programs Summary

Beaver School is dedicated to providing a unique educational experience centered on math, science, and technology. Our approach includes several key programs and processes:

1. Admission and Student Body Composition: Students must test to qualify for our specialized programs, resulting in a diverse student body that is approximately 60% magnet students and 40% neighborhood students. This blend fosters a collaborative learning environment where observers cannot distinguish between magnet and neighborhood students during classroom activities.
2. 1-1 Device Program: We maintain a 1-1 campus for devices, ensuring that each student has access to either an iPad or a Chromebook. Many of our teachers are Google Certified Educators, equipping them with the skills to effectively integrate technology into their teaching.
3. Project Based Learning (PBL): Extensive training has been conducted for teachers in Project Based Learning. Each semester, teachers design a PBL that aligns with grade-level TEKS and includes a field trip to enrich the learning experience. Each grade level provides students with a minimum of two opportunities per year to create a PBL tied to the curriculum.
4. Teacher Retention and Professional Development: Teacher turnover is low at Beaver. When changes occur, they typically involve teachers moving to district-level positions (e.g., Instructional Digital Facilitators, Instructional Support Teachers) or transitioning due to retirement or career shifts. Our administrators have been stable in their positions for the past two years, contributing to a consistent educational vision.
5. Discipline Management: We implement PBIS discipline strategies to effectively manage discipline referrals, which have primarily involved 1-3 students this year. This proactive approach helps maintain a positive and productive learning environment. The PBIS committee meets regularly and creates plans for the campus based on the data collected in Review 360.

## School Processes & Programs Strengths

Beaver MST has established a strong and strategic personnel process that prioritizes high expectations and a collaborative culture from the outset of recruitment. Teachers are thoughtfully selected based on team dynamics, a strong work ethic, and their alignment with campus culture.

Administrative support plays a crucial role in retention by fostering professional autonomy, encouraging differentiated instruction, and providing pathways for growth, such as the Teacher Incentive Allotment (TIA). The campus's high retention rate is evidence of a positive work environment, where educators feel empowered and supported to excel.

Beaver MST provides a well-rounded and enriching educational experience aligned to its mission of developing the whole child. A wide range of student programs, such as STEAMschool, Drama Club, UIL, Robotics, Beaver Blazers, and NEHS, support creativity, leadership, and academic excellence. These programs are intentionally designed to promote student engagement, emotional development, and academic growth in a safe, inclusive learning environment. A focus on equity ensures that enrichment opportunities are accessible to all students. Social-emotional supports, along with high academic expectations, ensure students are both challenged and nurtured.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Lack of time or a committee to plan these events. Need more promotion/ communication of events to give families ample time to plan and attend

**Root Cause:** We have an abundance of activities, but we need to improve communication. When we send information to families, we need to type it, so it can easily be translated. We also need to communicate when events are free, so families know it's accessible to them. We need to increase PTA involvement. Some ideas could be to incentivize PTA members to volunteer at events (ex. so many events they help with could

**Problem Statement 2 (Prioritized):** Students show low grit (self-rated at 53%) and limited access to challenging enrichment opportunities, leading to decreased perseverance and engagement, especially among high-achieving students.

**Root Cause:** Lack of systems to identify and monitor high-achieving students' needs. We need a uniform system for monitoring growth for all students. Teachers need PD for Differentiation structures (choice boards, project-based tasks, leveled questions) to implement consistently day to day.

# Perceptions

## Perceptions Summary

Beaver Tech exhibits many strengths, including a diverse and supported staff with a low turnover rate and positive relationships with administration. Family engagement is strong, with most parents feeling informed, welcomed, and encouraged to participate in school activities. Staff also report feeling valued and respected, contributing to a positive school climate and improved well-being. However, there are areas needing attention. Staff recognition and positive attitudes have declined, and some staff feel unsupported when presenting new information or student incentives during meetings. Parent involvement could be strengthened by providing more materials and training to help parents support their children's learning at home. Additionally, some parents feel they are not adequately recruited to serve on school or district committees, partly due to technology access barriers. Finally, there is a lack of direct measures for tracking student perceptions of school experiences across grade levels, which limits understanding of student growth in this area. Addressing these needs will help build on existing strengths to further enhance the school community.

## Perceptions Strengths

Beaver Tech demonstrates several key strengths that contribute to a positive and supportive learning environment. The diverse staff feel well-supported by the administration, which is reflected in a low teacher turnover rate this year. Family engagement is strong, with 86% of families reporting that they feel informed about school events and aware of their children's curriculum, while an equal percentage feel welcomed at the school. Additionally, 82% of parents feel encouraged to participate in school activities, showing ongoing efforts to foster parent involvement. Staff members also report a high sense of belonging and value their opinions, with 80% indicating that their voice matters within the school community. The leadership team is viewed positively, with staff feeling respected, cared for, and supported, contributing to improved school climate, engagement, and overall well-being. These factors combine to create a collaborative and inclusive atmosphere that benefits both staff and students.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Parent participation shows a decline, with only 82% feeling encouraged to be involved (a 7-point drop), and 32% of parents expressing confidence in collaborating with other parents. Barriers such as language and busy schedules limit deeper engagement.

**Root Cause:** Language barriers and limited access to multilingual resources or events inhibit some families' ability to engage fully. Scheduling of school events and communications may not align with parents' availability, reducing participation. Potential lack of targeted outreach or differentiated communication methods for diverse family needs.

**Problem Statement 2:** While 93% of families feel informed about testing and curriculum, there remains a notable portion of parents who may not fully understand how to support their child's academic progress or collaborate effectively with the school.

**Root Cause:** Families may not be given specific, actionable steps to support learning at home (e.g., reading strategies, math games, digital resources) as well as having limited guidance on how to interpret progress reports, benchmarks, or assessment data. We need to provide workshops, tutorials, or parent nights that clearly model strategies parents can use at home.

# Priority Problem Statements

**Problem Statement 1:** Parent participation shows a decline, with only 82% feeling encouraged to be involved (a 7-point drop), and 32% of parents expressing confidence in collaborating with other parents. Barriers such as language and busy schedules limit deeper engagement.

**Root Cause 1:** Language barriers and limited access to multilingual resources or events inhibit some families' ability to engage fully. Scheduling of school events and communications may not align with parents' availability, reducing participation. Potential lack of targeted outreach or differentiated communication methods for diverse family needs.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** While math growth is strong in most grade levels, there are persistent achievement gaps among student groups, and mastery at Meets and Masters levels is not yet consistent across all grades and student populations.

**Root Cause 2:** Despite the strong use of formative assessments, instruction sometimes lacks alignment with STAAR rigor, particularly in application-based and multi-step problem-solving. Additionally, data-driven differentiation is not always effectively used to close learning gaps among student groups.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Students show low grit (self-rated at 53%) and limited access to challenging enrichment opportunities, leading to decreased perseverance and engagement, especially among high-achieving students.

**Root Cause 3:** Lack of systems to identify and monitor high-achieving students' needs. We need a uniform system for monitoring growth for all students. Teachers need PD for Differentiation structures (choice boards, project-based tasks, leveled questions) to implement consistently day to day.

**Problem Statement 3 Areas:** Student Learning - 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
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

## Accountability Data

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

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

## Parent/Community Data

- Parent surveys and/or other feedback

# Goals

**Goal 1:** Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams to 75% by 2030 (2025-2026 Target: 70%)

**Performance Objective 1:** Foundations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement personalized learning stations alongside small group, teacher-led instruction in reading to effectively target and address individual student needs. This approach will allow for differentiated support, enabling students to progress at their own pace and master key concepts. Teachers will incorporate time management, goal setting and character development to develop grit to help students achieve goals. Instructional coaching cycles with co-teaching, modeling, and feedback. PLCs analyzing formative assessments and monitoring strategies. Leadership pathways and professional learning communities for teacher growth. Lesson plan reviews for alignment to TEKS and DOLs. Biweekly PLC data meetings to adjust small groups. Cross-curricular projects that include both writing and problem-solving. Principals and assistant principals will conduct a minimum of 10 classroom walkthroughs per week. Provide differentiated PD and instructional support aligned to walkthrough trends.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Student Mastery in STAAR reading at Meets and Masters level  <b>Staff Responsible for Monitoring:</b> Teacher and Administration</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math  <b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 2  <b>Funding Sources:</b> - 199 - PIC 24 State Comp Ed Funds - \$7,551.53</p>	Formative			Summative
	Nov	Feb	Apr	June
	Review content area			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> Students show low grit (self-rated at 53%) and limited access to challenging enrichment opportunities, leading to decreased perseverance and engagement, especially among high-achieving students. <b>Root Cause:</b> Lack of systems to identify and monitor high-achieving students' needs. We need a uniform system for monitoring growth for all students. Teachers need PD for Differentiation structures (choice boards, project-based tasks, leveled questions) to implement consistently day to day.</p>

## School Processes & Programs

**Problem Statement 2:** Students show low grit (self-rated at 53%) and limited access to challenging enrichment opportunities, leading to decreased perseverance and engagement, especially among high-achieving students. **Root Cause:** Lack of systems to identify and monitor high-achieving students' needs. We need a uniform system for monitoring growth for all students. Teachers need PD for Differentiation structures (choice boards, project-based tasks, leveled questions) to implement consistently day to day.

**Goal 2:** Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams to 75% by 2030 (2025-2026 Target: 70%)

**Performance Objective 1: Foundations**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement personalized learning stations alongside small group, teacher-led instruction in math to effectively target and address individual student needs. This approach will allow for differentiated support, enabling students to progress at their own pace and master key concepts. Teachers will incorporate time management, goal setting and character development to develop grit to help students achieve goals. Instructional coaching cycles with co-teaching, modeling, and feedback. PLCs analyzing formative assessments and monitoring strategies. Leadership pathways and professional learning communities for teacher growth. Lesson plan reviews for alignment to TEKS and DOLs. Biweekly PLC data meetings to adjust small groups. Cross-curricular projects that include both writing and problem-solving. Principals and assistant principals will conduct a minimum of 10 classroom walkthroughs per week. Provide differentiated PD and instructional support aligned to walkthrough trends.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Student Mastery in STAAR math at Meets and Masters level</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - 199 - PIC 23 SPED State Allotment Funds - \$741.53</p>	Formative			Summative
	Nov	Feb	Apr	June



**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> While math growth is strong in most grade levels, there are persistent achievement gaps among student groups, and mastery at Meets and Masters levels is not yet consistent across all grades and student populations. <b>Root Cause:</b> Despite the strong use of formative assessments, instruction sometimes lacks alignment with STAAR rigor, particularly in application-based and multi-step problem-solving. Additionally, data-driven differentiation is not always effectively used to close learning gaps among student groups.</p>

**Goal 3:** Increase the percentage of ALL first-grade students achieving grade level proficiency on iReady Reading assessments to 70% by 2030 (2025-2026 Target: 65%)

**Performance Objective 1: Foundations**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement personalized learning stations alongside small group, teacher-led instruction in math to effectively target and address individual student needs. This approach will allow for differentiated support, enabling students to progress at their own pace and master key concepts. Teachers will utilize Foundations. Teachers will incorporate time management, goal setting and character development to develop grit to help students achieve goals. Instructional coaching cycles with co-teaching, modeling, and feedback. PLCs analyzing formative assessments and monitoring strategies. Leadership pathways and professional learning communities for teacher growth. Lesson plan reviews for alignment to TEKS and DOLs. Biweekly PLC data meetings to adjust small groups. Cross-curricular projects that include both writing and problem-solving. Principals and assistant principals will conduct a minimum of 10 classroom walkthroughs per week. Provide differentiated PD and instructional support aligned to walkthrough trends.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students reading on level in 1st grade</p> <p><b>Staff Responsible for Monitoring:</b> classroom teachers administratoin</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 3:</b> Students show low grit (self-rated at 53%) and limited access to challenging enrichment opportunities, leading to decreased perseverance and engagement, especially among high-achieving students. <b>Root Cause:</b> Lack of systems to identify and monitor high-achieving students' needs. We need a uniform system for monitoring growth for all students. Teachers need PD for Differentiation structures (choice boards, project-based tasks, leveled questions) to implement consistently day to day.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Students show low grit (self-rated at 53%) and limited access to challenging enrichment opportunities, leading to decreased perseverance and engagement, especially among high-achieving students. <b>Root Cause:</b> Lack of systems to identify and monitor high-achieving students' needs. We need a uniform system for monitoring growth for all students. Teachers need PD for Differentiation structures (choice boards, project-based tasks, leveled questions) to implement consistently day to day.</p>

**Goal 4:** Increase the percentage of ALL first-grade students achieving grade level proficiency on iReady Math assessments to 55% by 2030 (2025-2026 Target: 50%)

**Performance Objective 1: Foundations**

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p><b>Strategy 1:</b> Teachers will implement personalized learning stations alongside small group, teacher-led instruction in math to effectively target and address individual student needs. This approach will allow for differentiated support, enabling students to progress at their own pace and master key concepts. Teachers will use math fluency strategies to build student's understanding in math concepts. Teachers will incorporate time management, goal setting and character development to develop grit to help students achieve goals. Instructional coaching cycles with co-teaching, modeling, and feedback. PLCs analyzing formative assessments and monitoring strategies. Leadership pathways and professional learning communities for teacher growth. Lesson plan reviews for alignment to TEKS and DOLs. Biweekly PLC data meetings to adjust small groups. Cross-curricular projects that include both writing and problem-solving. Principals and assistant principals will conduct a minimum of 10 classroom walkthroughs per week. Provide differentiated PD and instructional support aligned to walkthrough trends.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students math on level in 1st grade</p> <p><b>Staff Responsible for Monitoring:</b> classroom teachers Administration</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - 199 - PIC 23 SPED State Allotment Funds - \$751</p>				
				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> While math growth is strong in most grade levels, there are persistent achievement gaps among student groups, and mastery at Meets and Masters levels is not yet consistent across all grades and student populations. <b>Root Cause:</b> Despite the strong use of formative assessments, instruction sometimes lacks alignment with STAAR rigor, particularly in application-based and multi-step problem-solving. Additionally, data-driven differentiation is not always effectively used to close learning gaps among student groups.</p>

**Goal 5:** Increase the Average Daily Attendance Rate from 96.7% to 98% by 2030 (2025-2026 target: 97%)

**Performance Objective 1: Attendance**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor and engage student attendance rates throughout the year to ensure that students are attending school to maintain academic standing and growth. Have attendance meetings with families to discuss the importance of daily attendance for students. Have attendance incentives to reward classes that have perfect attendance for the day. Classroom teachers will monitor the daily attendance for classroom incentive tracker. Administration will highlight classes who are hitting their attendance goals. Administration will utilize attendance systems to provide interventions for students who fall below the attendance thresholds for attendance warnings and loss of credit. The impact will be student achievement because students will be in school learning and engaged in the curriculum. Positive office referrals and recognition systems (tickets, points, assemblies). Attendance competitions (weekly, monthly, semester recognition).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Front office staff Administration</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June



**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Parent participation shows a decline, with only 82% feeling encouraged to be involved (a 7-point drop), and 32% of parents expressing confidence in collaborating with other parents. Barriers such as language and busy schedules limit deeper engagement. <b>Root Cause:</b> Language barriers and limited access to multilingual resources or events inhibit some families' ability to engage fully. Scheduling of school events and communications may not align with parents' availability, reducing participation. Potential lack of targeted outreach or differentiated communication methods for diverse family needs.</p>

**Goal 6:** Increase parent participation perception from 82% to 90% by 2030 (2025-2026 Target: 85%)

**Performance Objective 1: Peak**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase Parent Communication about opportunities to serve.                      Offer parent education events outside of working hours for families.                      Share weekly or monthly "what's happening at school" updates, highlighting ways parents can participate.                      Offer translations in families' home languages to ensure inclusivity.                      Give parents specific ways to support learning at home, e.g., reading strategies, math games, or discussion prompts.                      Invite parents to participate in classroom activities or enrichment projects, not just administrative meetings.                      Share volunteer opportunities that vary in time commitment, so all families can contribute in some way.                      Highlight parent contributions publicly (newsletters, social media, bulletin boards) to reinforce the value of participation.                      Host small-group focus sessions or "coffee with the principal" events to listen to parent feedback and build trust.                      Include parents in decision-making committees (curriculum advisory, school improvement teams).                      Volunteer programs (classroom helpers, library support, reading buddies)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Parent Involvement  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Problem Statements:</b> Perceptions 1  <b>Funding Sources:</b> Parent Supplies - 6300 Parent Involvement. Supplies T1 - \$2,323</p>	Formative			Summative
	Nov	Feb	Apr	June
	Empty review cells			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Parent participation shows a decline, with only 82% feeling encouraged to be involved (a 7-point drop), and 32% of parents expressing confidence in collaborating with other parents. Barriers such as language and busy schedules limit deeper engagement. <b>Root Cause:</b> Language barriers and limited access to multilingual resources or events inhibit some families' ability to engage fully. Scheduling of school events and communications may not align with parents' availability, reducing participation. Potential lack of targeted outreach or differentiated communication methods for diverse family needs.</p>

**Goal 7:**

Magnet Justification: To ignite student passion and achievement in science, technology, engineering, and mathematics by providing a rigorous, hands-on curriculum that prepares students for success in 21st-century STEM careers and higher education

**Performance Objective 1: Excellence**

**Evaluation Data Sources:** PBL Data  
Steam School Information

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will provide extra curricular programs through the STEAM school elective program and other extended programs.</p> <p><b>Strategy's Expected Result/Impact:</b> STEAM school registration and enrollment in elective courses. STEAM School catalog. Enrichment for all students, not just magnet students</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administration and CTA</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 199 - Magnet Funds - \$10,371.07</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement and maintain a structured plan to acquire, use, and replenish consumable technology resources, such as one-time-use materials, to enhance 21st-century learning experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced Student Engagement and Achievement: By incorporating consumable technology resources, students will experience more dynamic, hands-on learning directly connecting to real-world applications. This will foster greater engagement, collaboration, and creativity, leading to improved academic performance and skill development in areas such as problem-solving, digital literacy, and critical thinking. Increased Teacher Effectiveness: Educators will be better equipped to integrate technology into their lessons, increasing their effectiveness in delivering 21st-century learning experiences. The use of up-to-date, relevant tools will also allow teachers to provide more personalized and innovative instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 199 - Magnet Funds - \$11,867.04</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Field trips will be scheduled that connect classroom instruction and PBLs to create real world connections.</p> <p><b>Strategy's Expected Result/Impact:</b> Real world field experiences for students; Improved implementation of PBLs</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199 - Magnet Funds - \$25,083</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will be provided with substitutes for strategic planning days in order to better facilitate planning for PBLs and other units of study.</p> <p><b>Strategy's Expected Result/Impact:</b> Sustainable lesson designs that create higher levels of engagement and improved instructional quality.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Secretary</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 - Magnet Funds - \$19,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 8: EB Achievement**

**Performance Objective 1:** Foundations: Increase the percentage of Emergent Bilingual students who grow one proficiency level on TELPAS composite to 34% in 2026.

**Evaluation Data Sources:** TELPAS, STAAR, Interim, CBAs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement sheltered instruction strategies in all classrooms with Emergent Bilingual students to promote language and content mastery. Increase parent and family engagement by providing bilingual communication, academic workshops, and resources to support learning at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance and language acquisition.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, EB Aide</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 199 - PIC 25 Bil./ESL State Allotment Funds - \$5,846.19</p>	Formative			Summative
	Nov	Feb	Apr	June



# State Compensatory

## Budget for Beaver Technology Center

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

--

## Personnel for Beaver Technology Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Carrie Hobbs	Support Teacher	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carrie Hobbs	Support Teacher	Title I, Part A	1.0

# 2025-2026 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Community Member	Blair Auzenne	Community member
Business Rep	Flor Llauce	Business
Business Rep	Amelia Contreras	Business Rep
Community Member	Teri Aeschbacher	Community Member
Counselor	Lauren Peterson	Counselor
District	Audrey Smallwood	Magnet Coordinator
Coach	Carrie Hobbs	Support Teacher
Parent	Gustavo Fajardo	Parent
Parent	Stephane Roveló	Parent
SPED Teacher	Erika Calderon	Teacher
Para	Maria Robles	Secretary
Para SPED	Niti Khullar	Paraprofessional
Teacher	Nancy Perez	Teacher
Teacher	Erica Ramirez	Teacher
Teacher	Ana Morton	Teacher
Teacher	Courtney Rafferty	Teacher
Teacher	Andrea Torres	Teacher
Teacher	Dorian Jimerson	Teacher
Admin	Lindsey Parker	AP
Admin	Austin Aeschbacher	Principal

# Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$741.53
4	1	1			\$751.00
<b>Sub-Total</b>					\$1,492.53
<b>Budgeted Fund Source Amount</b>					\$1,492.53
<b>+/- Difference</b>					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$7,551.53
<b>Sub-Total</b>					\$7,551.53
<b>Budgeted Fund Source Amount</b>					\$7,551.53
<b>+/- Difference</b>					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1			\$5,846.19
<b>Sub-Total</b>					\$5,846.19
<b>Budgeted Fund Source Amount</b>					\$5,846.19
<b>+/- Difference</b>					\$0.00
199 - Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1			\$10,371.07
7	1	2			\$11,867.04
7	1	3			\$25,083.00
7	1	4			\$19,500.00
<b>Sub-Total</b>					\$66,821.11
<b>Budgeted Fund Source Amount</b>					\$66,821.11
<b>+/- Difference</b>					\$0.00

**6300 Parent Involvement. Supplies T1**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
6	1	1	Parent Supplies		\$2,323.00
<b>Sub-Total</b>					\$2,323.00
<b>Budgeted Fund Source Amount</b>					\$2,323.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$84,034.36
<b>Grand Total Spent</b>					\$84,034.36
<b>+/- Difference</b>					\$0.00