Plano Independent School District



Beverly Elementary

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps

2026-2027 Campus Improvement Plan

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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!

Value Statement

Work hard - Be Kind - Show Respect

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary



Beverly Elementary



Our Mission & Vision

VISION

Committed to academic excellence for all
Focused on honoring differences
Devoted to collaborative partnerships
Dedicated to all students
Beverly strong!

MISSION

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.

Who Are We? Who Do We Serve?

Achievements

20203-2025 “A” Accountability Campus, 2013-2022– Texas Education Agency “Met Standard” with Distinction Designation in all applicable areas – ELA/Reading, Math, Science, Top 25 percent Comparative Academic Growth and Comparative Closing Performance Gaps, Postsecondary Readiness; Texas State Exemplary School 1998-2011; USDE NCLB Blue Ribbon school – 2006; TBEC Honor Roll School 2006, 2009-2011; Math Olympiads-5th grade High Achievement top 10% of all teams, 4th grade Meritorious Achievement top 20% of all teams

Campus Programs

PASAR (after-school childcare); Plano Academic Creative Education (PACE) for identified gifted and talented students; Math Olympiads; Student Council; , 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; field day; after-school Music club; after-school STEM, Art and Chess Clubs, Parent

Education workshops; PASAR (after school child care); Read Across America Day,; Red Ribbon Week; College Week; ; 2x2 Readers (library- kindergarten, 1st, & 2nd grades); Bluebonnet Readers (library- 3rd, 4th, and 5th grade); Music Club; Spelling Bee; FIRST LEGO League (4th and 5th grade)

Parent Involvement Opportunities

After-School (PTA Sponsored programs); Reflections Art contest; ; Collin County Adventure Camp (fifth-grade); Multicultural Night; Field Day; School-Based Improvement Committee (SBIC); parent education workshops; weekly Library volunteers for shelving and circulation; Book Fairs; Office and Workroom volunteers; PTA volunteers. (Check Voly for current opportunities): https://plano.voly.org/index.html)

What Do We Teach?

Our curriculum is driven by our district Instructional Model and instructional time allotments. In Elementary, we include:

- Literacy
- Mathematics
- Science
- Social Studies
- I&I (Innovation & Inquiry - K-2)
- CARE - Character Education
- Specials - Art, Music, PE
- Targeted Interventions and small group instruction in core subject areas/WIN Time - What I Need
- Counselor and Library classes are completed bi-weekly

Beverly Student Programs

Gifted & Talented Programs

Math Rocks

This program aims to identify students with high achievement and high aptitude in mathematics, and serve those students through a rich curriculum unique to Plano ISD. 4th and 5th Grade Math Rocks – Math Rocks Enrichment and 4th – 6th grade TEKS.

PACE

PACE stands for Plano Academic and Creative Education and is the cornerstone of the district's gifted and talented education program serving students in kindergarten through 12th grade. PACE is more than a course; it is a motivating and challenging experience

that lasts over multiple years of a student's education. The PACE program provides a learning environment that nurtures the unique academic and social-emotional needs of students requiring gifted and talented services.

Emergent Bilingual Programs

ESL

ESL programs are designed to make grade level academic content accessible to English learners. ESL programs target English language development, including listening, speaking, reading, and writing skills, through academic content instruction that is linguistically and culturally responsive. This means that the ESL program uses the academic, linguistic, and cultural background of English learners as a platform for acquiring grade level content material in English.

Special Education Programs

Elevate

The Elevate classroom serves students requiring specially designed instruction (SDI) at the prerequisite level beyond what can be provided in a general education or resource classroom. Students receive the majority of their core academic instruction in the Elevate setting. This classroom is designed to address functional academics, social skills, communication, self-advocacy, daily-living skills, and independent or interdependent living skills. Student schedules are individualized and inclusion in the general education classroom is based on the individual student.

ELC- Experiential Learning Classroom

Students served in these classrooms have significant cognitive delays, display needs within the sensori-motor stage of development, require communication supports, and have adaptive delays which require an alternate curricular approach. Instruction in the **ELC** is focused on teaching pivotal responses, socialization, communication, daily living and self-help skills; as well as functional application of academics which is vertically aligned to standards based instruction. The goal in an ELC is to learn to initiate, which is a prerequisite for social development and independence in order to gain access to an integrated community, domestic, recreational and vocational activities. Students are supported by adults and non-disabled peers in campus and class activities that will enhance their individual goals and provide opportunity for inclusive learning and instruction.

Resource

Students requiring specially designed instruction (SDI) beyond what can be provided in a general education classroom may receive instruction in a Special Education setting. The amount of time a student spends in this setting varies depending on the student’s specific needs. A student may receive instruction in a Special Education classroom for a portion of any academic subject and the rest of instruction in general education classes. Behavior supports can be provided in the resource environment based on the student's prescriptive ARD.

Demographics

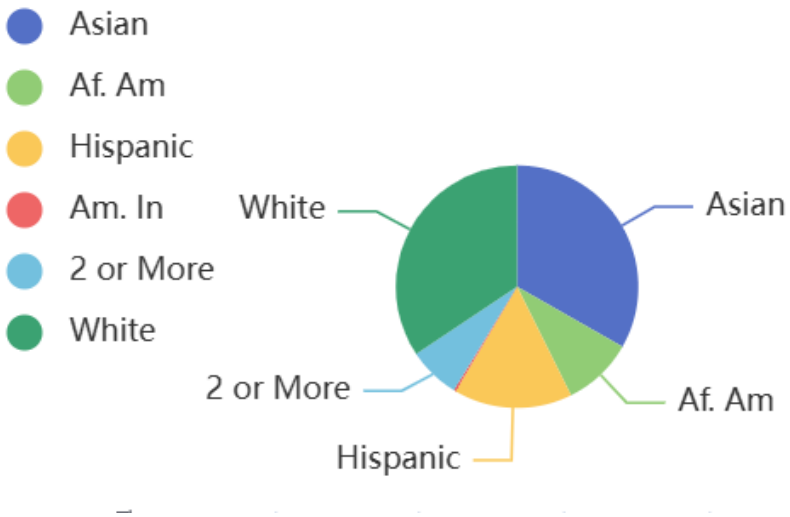
Summary

TThe diverse demographics of Beverly Elementary provide opportunities to create an inclusive learning environment that values multiple perspectives while ensuring equitable access to high-quality instruction.

A Diverse Community

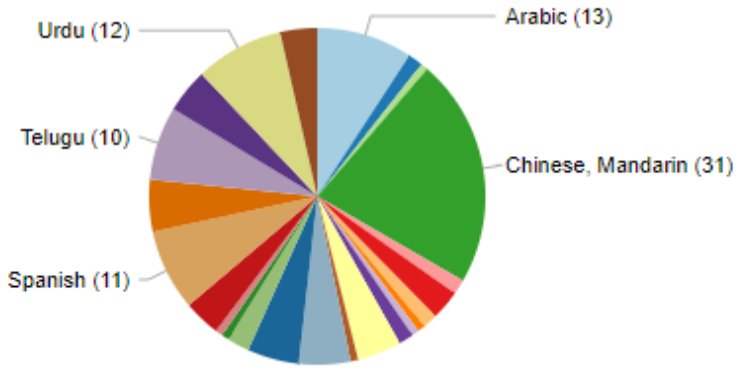
Current Campus Demographics:

Student Ethnicity and Programs



Ethnicity		Programs	
White	33%	Gifted (PACE)	17%
Asian	33%	ESL/EB (Emergent Bilingual)	25%
African American	9%	Special Education	17%
Hispanic	16%	504 Students	4%
Two or More Races	7%	Economically Disadvantaged	22%
		Dyslexia	6%
Total Students	319		

Student Languages



Languages Spoken at Beverly based on Students' Home Language Surveys

Along with English, other spoken languages include: Burmese, Bengali, Vietnamese, Turkish, Tagalog, Sinhala, Russian, Kurdish, Korean, Portuguese,, Hindi, Japanese, Hebrew, Farsi, and Cantonese.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our overall attendance for the 3rd and 4th, 6 weeks dropped in comparison to the other six weeks for attendance.	Parent lack of understanding of the academic and social impact of being absent on the students' achievement.

★ = Priority

Student Learning

Summary

For our end of year MAP Assessments, we noted that across the campus Reading was strong Measures showed and increase from last year. For Closing the Gaps, our student groups perform focus will continue to be Eco-dis students as well as SPED students growth in all areas. Beve getting all students accelerated with la

lead4ward 2026 Accountability Ratings Calculation - District Rollup

OnDataSuite and lead4ward have partnered this year to introduce the new Accountability Ratings Calculation – District Rollup report, which replaces the previous District Summary. This enhanced report is available to all users, regard

					Domain I			
Campus	AEA	%Econ Disadv	Gr 3-12 Enr.	Total Enr.	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	
(043910136) Beverly EL	N	20.2	175	332	175	0.5	95	
Campus's 2026 Domain Scores Based on Proportional Weighting					Campus Domain I Score (Campus got 89 if Campus's D2 score <60 or 4 or 1 any campus D1 score <70 or any AEA D1 score <50)		95	

Strengths





Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Our goal is to have all students in 3-5 Math & Reading to reach the approaches level, we had 8 students who still qualified for our HB 1416 academic services. Additionally, we want our students to continue to grow at least one year in their growth measures.	Our approaches students still struggle with gaps in their learning in math, reading or both areas.
2	Our Science PGR (from MAP) report showed all quintiles in the 120% growth or higher, however, Science MAP did not correlate with STAAR achievement scores.	Across the board lack of rigor and application activities for our Science TEKS prior to coming to fifth grade. Students have basic level knowledge, yet the application of the science is not a priority in younger grades.

★ = Priority

School Processes & Programs

Summary

Campus Programs

PASAR (after-school childcare); Plano Academic Creative Education (PACE) for identified gifted and talented students; Math Olympiads; Student Council; , 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; field day; after-school Music club; after-school STEM, Art and Chess Clubs, Parent Education workshops; PASAR (after school child care); Read Across America Day,; Red Ribbon Week; College Week; ; 2x2 Readers (library- kindergarten, 1st, & 2nd grades); Bluebonnet Readers (library- 3rd, 4th, and 5th grade); Music Club; Spelling Bee; FIRST LEGO League (4th and 5th grade)

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Resource

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Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Based on the number of special education referrals for compared to student progress on MAP, we need a more consistent MTSS process to identify the students who need specialized instruction provided through SPED.	Lack of clear guidelines, staff expectations of resource and inclusion programming
2 ★	As a small campus we need to market our campus achievements, highlight our student success and family interactions.	Enrollment declining

★ = Priority

Perceptions

Summary

Beverly has a nurturing and welcoming environment. Our parents are involved in school community events and their student's academic achievement. Our HRS survey is evidence of their overall positive interaction with staff and school operations. Parents provide feedback to the campus each year through this survey and our customer service survey. This data will also include asking students about how they feel about their school. The campus has worked on streamlining communication modes for school, classroom and even our PTA. We are working hard to use our social media presence to display the positive environment and highlight our student and staff accomplishments.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Based on parent feedback, the campus needs to increase parent involvement in a variety of areas.	Safety and security protocols hinder parent inolvement.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Our overall attendance for the 3rd and 4th, 6 weeks dropped in comparison to the other six weeks for attendance.	Parent lack of understanding of the academic and social impact of being absent on the students' achievement.
2 ★	As a small campus we need to market our campus achievements, highlight our student success and family interactions.	Enrollment declining
3 ★	Our goal is to have all students in 3-5 Math & Reading to reach the approaches level, we had 8 students who still qualified for our HB 1416 academic services. Additionally, we want our students to continue to grow at least one year in their growth measures.	Our approaches students still struggle with gaps in their learning in math, reading or both areas.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Results Driven Accountability (RDA)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**

- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Parent and community partnership data**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Study of best practices and high yield strategies**
- [x] **Enrichment course/materials**

Priorities

Priority 1

Pillar 1
1.4
Design students experiences to increase student agency and engagement in and out of the classroom.

Goal 1

Reading Goal - PreK-12: "By May 2027, all Beverly students will increase to proficient or better (advanced) performance on Short Constructed Response (SCR) writing tasks from 50% to 70%, as measured by the by written assessment rubric (CFAs).

Performance Target: Increase the percentage of students scoring proficient or higher on SCR writing tasks from 50% to 70% by May 2027, as measured by writing rubric assessment data collected from CFAs.

Expected Result: Short Constructed Response (SCR) writing tasks on campus Common Formative Assessments (CFAs) by May 2027.

Strategy 1

Each grade level will implement the RACE strategy alignment K-5, including the use of writing graphic organizers and a color coding system,Technology piece with Writable (3-5), HRS Team - Level 2 Effective Team for Reading and Language focus on writing across content areas

Staff Responsible for Monitoring: Administrators
Grade level teachers

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 2

For HB1416 students, assign a dedicated, consistent staff member (SSL & ELS interventionist) to reading intervention to maintain instructional continuity, using HQIM delivery, diagnostic data analysis, and explicit instructional routines as well as prioritizing minimal disruption to the required HB 1416 minutes.

Staff Responsible for Monitoring: Administrators
Student Support Liaison
ESL Interventionist

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Our goal is to have all students in 3-5 Math & Reading to reach the approaches level, we had 8 students who still qualified for our HB 1416 academic services. Additionally, we want our students to continue to grow at least one year in their growth measures.	Our approaches students still struggle with gaps in their learning in math, reading or both areas.

Priority 2

Pillar 1
Math 1.4
Design students experiences to increase student agency and engagement in and out of the classroom.

Goal 1

Math
By May 2027, K-5th grade students will increase proficient/advanced performance on multi-step math problem-solving tasks involving written justification from 50% to 60%, as measured by quarterly district benchmark assessments and end-of-year summative
(STAAR from 3-5) rubrics.

Performance Target: District Benchmarks (K-5): At least 60% of K-5th grade students will achieve "Proficient" or "Advanced" performance on quarterly district benchmark assessments involving multi-step math problem-solving with written justification by May 2027.

STAAR Mathematics (Grades 3-5): At least 60% of students in grades 3-5 will score at the "Meets Grade Level" or "Masters Grade Level" standard on the STAAR Mathematics assessment rubric criteria evaluating multi-step problem solving and written rationale by May 2027.

Expected Result: K-5th grade students will demonstrate improved critical thinking and mathematical reasoning skills, resulting in higher proficiency levels on multi-step problem-solving tasks and written math justifications on district benchmarks and STAAR assessments.

Strategy 1

Math instruction will include the use Depth & Complexity icons, sentence stems for explanation of problem solving, WIN Time activities, and new math adoption resource

Staff Responsible for Monitoring: Administration
Math Teachers
Instructional Specialist

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 2

For HB1416 students, assign a dedicated, consistent staff member (SSL & ELS interventionist) to math intervention to maintain instructional continuity, using HQIM delivery, diagnostic data analysis, and explicit instructional routines as well as prioritizing minimal disruption to the required HB 1416 minutes.

Staff Responsible for Monitoring: Administrators
SSL - Student Support Liaison

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Our goal is to have all students in 3-5 Math & Reading to reach the approaches level, we had 8 students who still qualified for our HB 1416 academic services. Additionally, we want our students to continue to grow at least one year in their growth measures.	Our approaches students still struggle with gaps in their learning in math, reading or both areas.

Goal 2

By May 2027, 100% of K-5 students will set and track individual academic growth goals, resulting in an increase in campus STAAR performance to at least 60% at 'Meets Grade Level' and at 'Masters Grade Level' across all tested subjects (Reading, Math, Science), while ensuring 90% of 3rd-5th grade students demonstrate at least one year of Academic Growth."

Performance Target: .Goal Tracking: 100% participation rate for K-5 students setting and tracking individual growth goals.

STAAR Achievement: At least 60% of students scoring at the "Meets Grade Level" or higher standard across all tested subjects (Reading, Math, Science).

STAAR Growth: At least 90% of 3rd-5th grade students demonstrating at least one year of Academic Growth on annual state

Expected Result: Student goal setting will improve overall student performance levels

Strategy 1

Individual Goal Setting Conferences with students, WIN time, Character strong lessons on responsibility, Superintendent Scholar Award, Bobcat store incentives

Staff Responsible for Monitoring: Admin
All Teachers & Support Staff
Instructional Specialist

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Our goal is to have all students in 3-5 Math & Reading to reach the approaches level, we had 8 students who still qualified for our HB 1416 academic services. Additionally, we want our students to continue to grow at least one year in their growth measures.	Our approaches students still struggle with gaps in their learning in math, reading or both areas.

Priority 3

Pillar 4
4.2
Implement interventions and systems of support to ensure a safe, orderly and respectful learning enviornment.

Goal 1

By May 2027, Beverly campus will establish a campus-wide positive behavior incentive framework, resulting reduction in office discipline referrals by 10% and an increase in positive behavior recognition by 20% using data from Review 360 and other PBIS processes.

Performance Target: Positive Recognition: A 20% increase in documented positive behavior recognitions across the campus by May 2027.

Discipline Referrals: A measurable reduction in total Office Discipline Referrals - 10% overall .

Expected Result: By May 2027, campus staff will fully implement a campus-wide positive behavior incentive framework, resulting in a safer, more orderly learning environment characterized by decreased discipline incidents and higher student engagement through positive reinforcement.

Strategy 1

The PBIS committee will recognize teachers with positive Review 360 parent notifications, PBIS incentives through the Bobcat Store through the use of Paw Points, and consistent expectations in all AMPEd classes, PAWS in the hallway, ROAR at Recess, and quarterly awards given out through Principal Character Strong Awards

Staff Responsible for Monitoring: All staff

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	As a small campus we need to market our campus achievements, highlight our student success and family interactions.	Enrollment declining

Priority 4

Pillar 4
Create a culture of belonging for all members of the Plano ISD community.

Goal 1

By May 2027, campus will continue to have 96% attendance consistently across each six weeks.

Performance Target: Maintain a campus average daily attendance (ADA) rate of at least 96% across each of the six-week grading periods through May 2027.

Expected Result: By May 2027, the campus will maintain a strong culture of attendance and school engagement, ensuring students consistently attend school across all six-week reporting periods to support continuous learning and belonging.

Strategy 1

Attendance weekly incentives, SST for attendance, I'm Present parenting class, review Code of Civility with families, teacher connection with families when students hit threshold of absences

Staff Responsible for Monitoring: Administrators
All Teachers
Office staff

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our overall attendance for the 3rd and 4th, 6 weeks dropped in comparison to the other six weeks for attendance.	Parent lack of understanding of the academic and social impact of being absent on the students' achievement.