Garland Independent School District

Beaver Technology Center

2026-2027 Campus Improvement Plan

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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.

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Comprehensive Needs Assessment

Demographics

Summary

Our story began 76 years ago with a simple mission: to empower the children of our community. Today, Beaver MST is a bustling K-5 campus of about 515 learners. While we are known for our high achieving students and our magnet program, the true heart of our school is the diverse community. We aren't just a school; we're a community where excellence and heart becomes reality. Beaver Tech programs are generally well-aligned with the needs of its diverse student population, offering strong support through Bilingual/ESL, Special Education, and CTE pathways. The Choice of School model further supports family access and community priorities, though communication and accessibility can impact participation. Overall, there is strong campus-level alignment with educational priorities at the district, but implementation consistency varies across classes.

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 513 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 50% Hispanic, 20% Asian, 14% African American, and 11% White.

Our student population includes a wide spectrum of learners, with 63.19% identified as economically disadvantaged, 48% as English Learners, and 15.5% 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 56% 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 97.15%, the highest in the district) is 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 high quality education for all, and meet the needs of every learner.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Hispanic students at Beaver lag behind other demographic student groups in achieving the "Meets Grade Level" performance band on the STAAR Reading assessment in Grades 3-5.	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.
2	Limited community awareness of school involvement opportunities and their benefits contributes to lower engagement.	If community members are unaware of the opportunities for involvement or the benefits of participating in school programs, they may be less likely to engage.

★ = Priority

Student Learning

Summary

Campus academic performance data from STAAR (2026) indicate overall strong achievement, aligned to an **A accountability rating** with distinction designations in Reading, Mathematics, and Science.

Disaggregated results by race/ethnicity show that Asian and White student groups consistently perform at the highest levels across subjects, particularly at the Meets and Masters standards. Hispanic students, representing the largest population, perform near or above campus averages, reflecting effective core instruction. African American students demonstrate solid performance at the Approaches level; however, a gap persists at the Meets and Masters levels, indicating a need for targeted intervention.

Analysis of student groups reveals that continuously enrolled students outperform non-continuously enrolled peers, highlighting the impact of student mobility. Economically disadvantaged and EB/EL students maintain strong performance at Approaches but show lower outcomes at higher performance levels, particularly in Science. Special Education (current) students demonstrate the most significant gaps across all content areas.

Across content areas, Reading remains a relative strength, while Mathematics shows the greatest growth from 2025 to 2026, especially at Meets and Masters. Science performance improved modestly but continues to lag behind other subjects. Overall trends reflect stable to improved performance, with identified needs in closing achievement gaps among targeted student groups and increasing rigor to move more students to Meets and Masters performance levels.

Strengths

Beaver Tech meets or exceeds expectations when compared to similar campuses. The past 3+ years Beaver has been rated as an "A" campus, and in 2024-2025 earned 4 Distinction Designations for achievement. 2025-2026 Distinctions show that the campus received all six possible distinctions from TEA.

Beaver MST teachers reteach small groups during their WIN or What I Need time to ensure students who have been absent, and are at risk of failing are able to fill academic gaps. Students who are at risk of failing and are frequently absent are invited to tutoring to regain missing academic skills. We have also put in place several attendance rewards such as the Monday wheel to recognize students who are hear on our low attendance days.

During the 24-25 school year, the accountability rating was at 91 for student achievement, 91 for school progress and 89 for closing the school gaps.

During the 25-26 school year, the accountability rating was a92 for student achievement, 92 for school progress and 92 for closing the gaps. This is up from last year which shows an increase in eliminating achievement gaps for students.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Inconsistent vertical alignment across grade levels leads to gaps and overlaps in how the TEKS are taught, as teachers interpret and deliver standards differently. This lack of coherence makes it difficult to ensure students are adequately prepared for the expectations of the next grade level and developed deeper as the TEKS progress.	A key root cause is the lack of structured communication and collaboration among teachers across grade levels within the same subject. Without alignment on how and to what depth TEKS should be taught, instructional inconsistencies occur and hinder student readiness.
2 ★	Although Science performance has shown modest improvement, it continues to lag behind Reading and Math across both formative (CBA) and summative (STAAR) assessments. This trend is especially evident among EB/EL and Economically Disadvantaged students, indicating a lack of consistency in science content mastery.	Science instruction lacks vertical alignment, consistent vocabulary development, and dedicated time for inquiry-based learning, resulting in gaps in conceptual understanding and application.
3	Disaggregated STAAR data shows that African American, Special Education, EB/EL, and Economically Disadvantaged students perform significantly lower at the Meets and Masters levels compared to their peers, despite performing at or near Approaches. These gaps persist across Reading, Math, and Science and are consistent with trends from previous years.	Targeted differentiation and intervention systems are not consistently implemented with fidelity across all classrooms, limiting access to grade-level rigor and acceleration for identified student groups.
4	The transition from 2nd to 3rd grade introduces a sharp increase in assessment rigor, requiring students to move from basic reading fluency and comprehension to producing Extended Constructed Responses (ECRs) that demand higher-level thinking and structured writing. However, the current curriculum provides minimal lessons and insufficient scaffolding to support this shift.	The campus lacks a systematic K-3 vertical approach to progressively develop students' ability to think, write, and respond to text at increasing levels of rigor including areas of explicit grammar instruction.

★ = Priority

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.

6. We include several transition supports for our incoming kindergarten and fifth grade students. At the end of the school year we host a kindergarten roundup where families can meet with the kindergarten team, and complete a campus tour. We also support fifth grade transitions to Jackson with a school tour field trip to Jackson Technology Center, the GISD explore event, and fine arts showcase concerts. These events are supported by administration and teachers.

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	Root Cause
1 ★	Students who are frequently absent are missing significant instructional time, which negatively impacts their academic progress. Inconsistent communication and follow-up may result in students and families not fully understanding the academic impact of absences or the importance of maintaining consistent attendance.	The campus lacks a consistent, proactive system for enrichment through a unified system such as depth and complexity. Consistent training and development in this area would increase differentiated opportunities for students.
2	Teachers need consistent access to high-quality, ready-to-use enrichment resources that can be seamlessly integrated into existing units to increase opportunities for students to engage in deeper learning, higher-level thinking, and meaningful extension of grade-level content.	The campus lacks a systematic process for determining enrichment needs, developing a shared bank of standards-aligned resources, and supporting teachers in integrating enrichment into existing units. This results in inconsistent access to enrichment opportunities and places the responsibility for finding supplemental resources primarily on individual teachers.
3	Families do not always receive timely, clear, and accessible information about campus events, which can limit their ability to plan for and participate in campus activities.	The campus does not yet have a standardized system for event planning and family communication that establishes timelines, assigns responsibilities, provides translation-ready messaging, clearly communicates accessibility and cost, and strategically engages PTA members in promoting and supporting events.

★ = Priority

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.

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	Root Cause
1 ★	According to the Panorama Family Survey, parents feel that the school does not provide materials and trainings to help parents work with their children to improve student achievement.	Parents are not familiar with the new strategies and standards being taught in the classroom. Most informational documents are translated in 3 languages (English, Spanish, and Vietnamese), but parents do not receive hands on instructional materials in their language to help their students at home.
2 ★	Students with frequent absences may experience difficulty maintaining consistent routines, expectations, and connections to school, which can contribute to increased behavior concerns and disciplinary incidents.	The campus has not yet consistently integrated attendance data into the PBIS and behavior support system to identify students who may need proactive support, reteaching of expectations, positive reinforcement, and targeted interventions.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Hispanic students at Beaver lag behind other demographic student groups in achieving the "Meets Grade Level" performance band on the STAAR Reading assessment in Grades 3-5.	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.
2 ★	Although Science performance has shown modest improvement, it continues to lag behind Reading and Math across both formative (CBA) and summative (STAAR) assessments. This trend is especially evident among EB/EL and Economically Disadvantaged students, indicating a lack of consistency in science content mastery.	Science instruction lacks vertical alignment, consistent vocabulary development, and dedicated time for inquiry-based learning, resulting in gaps in conceptual understanding and application.
3 ★	Inconsistent vertical alignment across grade levels leads to gaps and overlaps in how the TEKS are taught, as teachers interpret and deliver standards differently. This lack of coherence makes it difficult to ensure students are adequately prepared for the expectations of the next grade level and developed deeper as the TEKS progress.	A key root cause is the lack of structured communication and collaboration among teachers across grade levels within the same subject. Without alignment on how and to what depth TEKS should be taught, instructional inconsistencies occur and hinder student readiness.
4 ★	Students who are frequently absent are missing significant instructional time, which negatively impacts their academic progress. Inconsistent communication and follow-up may result in students and families not fully understanding the academic impact of absences or the importance of maintaining consistent attendance.	The campus lacks a consistent, proactive system for enrichment through a unified system such as depth and complexity. Consistent training and development in this area would increase differentiated opportunities for students.
5 ★	According to the Panorama Family Survey, parents feel that the school does not provide materials and trainings to help parents work with their children to improve student achievement.	Parents are not familiar with the new strategies and standards being taught in the classroom. Most informational documents are translated in 3 languages (English, Spanish, and Vietnamese), but parents do not receive hands on instructional materials in their language to help their students at home.

6

Students with frequent absences may experience difficulty maintaining consistent routines, expectations, and connections to school, which can contribute to increased behavior concerns and disciplinary incidents.

The campus has not yet consistently integrated attendance data into the PBIS and behavior support system to identify students who may need proactive support, reteaching of expectations, positive reinforcement, and targeted interventions.

★ = 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] **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**

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] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Results Driven Accountability (RDA)**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Intervention 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] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [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] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **STEM and/or STEAM data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**

- [x] **Mobility/stability rate, including longitudinal 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**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [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] **Community surveys and/or other feedback**
- [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] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Action research results**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**
- [x] **Focus Group(s) data**

Goals

Goal 1

Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR from 68% to 75% (2026-2027 target).

Performance Objective 1

Foundations

Evaluation Data Source: STAAR iReady Interim Mock CBAs DOLs

Strategy 1

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 5 classroom walkthroughs per week. Provide differentiated PD and instructional support aligned to walkthrough trends. Teachers will increase learning time as well as monitor data, interventions, and provide explicit instruction. Teachers will also receive direct coaching and feedback as a result of observations. We will also work to increase teacher retention.

Strategy's Expected Result/Impact: Increase in Student Mastery in STAAR reading at Meets and Masters level

Staff Responsible for Monitoring: Teacher and Administration

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Funding Sources: 199 - PIC 24 State Comp Ed Funds, $2,580

Formative Reviews

November	February	April	June
Some Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Hispanic students at Beaver lag behind other demographic student groups in achieving the "Meets Grade Level" performance band on the STAAR Reading assessment in Grades 3-5.	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.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Inconsistent vertical alignment across grade levels leads to gaps and overlaps in how the TEKS are taught, as teachers interpret and deliver standards differently. This lack of coherence makes it difficult to ensure students are adequately prepared for the expectations of the next grade level and developed deeper as the TEKS progress.	A key root cause is the lack of structured communication and collaboration among teachers across grade levels within the same subject. Without alignment on how and to what depth TEKS should be taught, instructional inconsistencies occur and hinder student readiness.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students who are frequently absent are missing significant instructional time, which negatively impacts their academic progress. Inconsistent communication and follow-up may result in students and families not fully understanding the academic impact of absences or the importance of maintaining consistent attendance.	The campus lacks a consistent, proactive system for enrichment through a unified system such as depth and complexity. Consistent training and development in this area would increase differentiated opportunities for students.

Goal 2

Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams from 70% to 75% (2026-2027 target).

Performance Objective 1

Foundations

Evaluation Data Source: STAAR iReady Interim Mock CBAs DOLs

Strategy 1

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 5 classroom walkthroughs per week. Provide differentiated PD and instructional support aligned to walkthrough trends. Teachers will increase learning time as well as monitor data, interventions, and provide explicit instruction. Teachers will also receive direct coaching and feedback as a result of observations. We will also work to increase teacher retention.

Strategy's Expected Result/Impact: Increase in Student Mastery in STAAR math at Meets and Masters level

Staff Responsible for Monitoring: Classroom Teachers
Administration

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Funding Sources: 199 - PIC 24 State Comp Ed Funds, $2,580

Formative Reviews

November	February	April	June
Some Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Hispanic students at Beaver lag behind other demographic student groups in achieving the "Meets Grade Level" performance band on the STAAR Reading assessment in Grades 3-5.	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.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Inconsistent vertical alignment across grade levels leads to gaps and overlaps in how the TEKS are taught, as teachers interpret and deliver standards differently. This lack of coherence makes it difficult to ensure students are adequately prepared for the expectations of the next grade level and developed deeper as the TEKS progress.	A key root cause is the lack of structured communication and collaboration among teachers across grade levels within the same subject. Without alignment on how and to what depth TEKS should be taught, instructional inconsistencies occur and hinder student readiness.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students who are frequently absent are missing significant instructional time, which negatively impacts their academic progress. Inconsistent communication and follow-up may result in students and families not fully understanding the academic impact of absences or the importance of maintaining consistent attendance.	The campus lacks a consistent, proactive system for enrichment through a unified system such as depth and complexity. Consistent training and development in this area would increase differentiated opportunities for students.

Goal 3

Increase the percentage of students achieving Early, Mid, and Above Grade-Level performance on 1st grade RLA i-Ready diagnostic from 29% at BOY 2026 to 80% at EOY 2027.

Performance Objective 1

☑ **High Priority**

Foundations

Evaluation Data Source: iReady DOLs

Strategy 1

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 5 classroom walkthroughs per week. Provide differentiated PD and instructional support aligned to walkthrough trends. Teachers will increase learning time as well as monitor data, interventions, and provide explicit instruction. Teachers will also receive direct coaching and feedback as a result of observations. We will also work to increase teacher retention.

Strategy's Expected Result/Impact: Increase in students reading on level in 1st grade

Staff Responsible for Monitoring: Staff Responsible for Monitoring
classroom teachers
administration

Problem Statements: Student Learning 1 - School Processes & Programs 1

Formative Reviews

Some Progress

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Inconsistent vertical alignment across grade levels leads to gaps and overlaps in how the TEKS are taught, as teachers interpret and deliver standards differently. This lack of coherence makes it difficult to ensure students are adequately prepared for the expectations of the next grade level and developed deeper as the TEKS progress.	A key root cause is the lack of structured communication and collaboration among teachers across grade levels within the same subject. Without alignment on how and to what depth TEKS should be taught, instructional inconsistencies occur and hinder student readiness.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students who are frequently absent are missing significant instructional time, which negatively impacts their academic progress. Inconsistent communication and follow-up may result in students and families not fully understanding the academic impact of absences or the importance of maintaining consistent attendance.	The campus lacks a consistent, proactive system for enrichment through a unified system such as depth and complexity. Consistent training and development in this area would increase differentiated opportunities for students.

Goal 4

Increase the percentage of students achieving Early, Mid, and Above Grade-Level performance on 1st grade Math i-Ready diagnostic from 15% at BOY 2026 to 80% at EOY 2027.

Performance Objective 1

Foundations

Evaluation Data Source: iReady DOLs, weekly exit tickets were added in October

Strategy 1

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 5 classroom walkthroughs per week. Provide differentiated PD and instructional support aligned to walkthrough trends. Teachers will increase learning time as well as monitor data, interventions, and provide explicit instruction. Teachers will also receive direct coaching and feedback as a result of observations. We will also work to increase teacher retention.

Strategy's Expected Result/Impact: Increase in students math on level in 1st grade

Staff Responsible for Monitoring: classroom teachers
Administration

Problem Statements: Student Learning 1 - School Processes & Programs 1

Formative Reviews

November	February	April	June
Some Progress			

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Inconsistent vertical alignment across grade levels leads to gaps and overlaps in how the TEKS are taught, as teachers interpret and deliver standards differently. This lack of coherence makes it difficult to ensure students are adequately prepared for the expectations of the next grade level and developed deeper as the TEKS progress.	A key root cause is the lack of structured communication and collaboration among teachers across grade levels within the same subject. Without alignment on how and to what depth TEKS should be taught, instructional inconsistencies occur and hinder student readiness.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students who are frequently absent are missing significant instructional time, which negatively impacts their academic progress. Inconsistent communication and follow-up may result in students and families not fully understanding the academic impact of absences or the importance of maintaining consistent attendance.	The campus lacks a consistent, proactive system for enrichment through a unified system such as depth and complexity. Consistent training and development in this area would increase differentiated opportunities for students.

Goal 5 Increase the Average Daily Attendance Rate from 97.15% to 98% by 2030 (2026-2027 target: 97.3%)

Performance Objective 1

Excellence

Evaluation Data Source: ODS Edugence

Strategy 1

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).

Strategy's Expected Result/Impact: Increased student engagement and attendance.

Staff Responsible for Monitoring: Front office staff
Administration

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	April	June
Some Progress			

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students who are frequently absent are missing significant instructional time, which negatively impacts their academic progress. Inconsistent communication and follow-up may result in students and families not fully understanding the academic impact of absences or the importance of maintaining consistent attendance.	The campus lacks a consistent, proactive system for enrichment through a unified system such as depth and complexity. Consistent training and development in this area would increase differentiated opportunities for students.

Goal 6

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 Source: PBL Data
Steam School Information

Strategy 1

Teachers will provide extra curricular programs through the STEAM school elective program and other extended programs.
Student recruitment and retention

Strategy's Expected Result/Impact: STEAM school registration and enrollment in elective courses. STEAM School catalog. Enrichment for all students, not just magnet students. robotics.

Staff Responsible for Monitoring: Teachers and Administration and CTA

Problem Statements: Student Learning 2

Funding Sources: 199 - Magnet Funds, $12,750

Formative Reviews

Moderate Progress

November	February	April	June

Strategy 2

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Teachers and Administration

Problem Statements: Student Learning 1, 2

Funding Sources: 199 - Magnet Funds, $9,350

Formative Reviews

Some Progress

November	February	April	June

Strategy 3

Field trips will be scheduled that connect classroom instruction and PBLs to create real world connections.

Strategy's Expected Result/Impact: Real world field experiences for students; Improved implementation of PBLs

Staff Responsible for Monitoring: Teachers and Administrators

Problem Statements: Student Learning 1, 2

Funding Sources: 199 - Magnet Funds, $28,000

Formative Reviews

Some Progress

November	February	April	June

Strategy 4

Teachers will be provided with substitutes for strategic planning days in order to better facilitate planning for PBLs and other units of study.

Strategy's Expected Result/Impact: Sustainable lesson designs that create higher levels of engagement and improved instructional quality.

Staff Responsible for Monitoring: Teachers, Administrators, Secretary

Problem Statements: Student Learning 1, 2

Funding Sources: 199 - Magnet Funds, $19,500

Formative Reviews

No Progress

November	February	April	June

Strategy 5

Campus Marketing will recruit and retain high quality students to attend the Beaver programming

through marketing materials and in-person events.

Strategy's Expected Result/Impact: Increased enrollment and retention

Staff Responsible for Monitoring: administrators, secretary

Problem Statements: Perceptions 1

Funding Sources: 199 - Magnet Funds, $5,400

Formative Reviews

November	February	April	June
Some Progress			

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Inconsistent vertical alignment across grade levels leads to gaps and overlaps in how the TEKS are taught, as teachers interpret and deliver standards differently. This lack of coherence makes it difficult to ensure students are adequately prepared for the expectations of the next grade level and developed deeper as the TEKS progress.	A key root cause is the lack of structured communication and collaboration among teachers across grade levels within the same subject. Without alignment on how and to what depth TEKS should be taught, instructional inconsistencies occur and hinder student readiness.
2	Although Science performance has shown modest improvement, it continues to lag behind Reading and Math across both formative (CBA) and summative (STAAR) assessments. This trend is especially evident among EB/EL and Economically Disadvantaged students, indicating a lack of consistency in science content mastery.	Science instruction lacks vertical alignment, consistent vocabulary development, and dedicated time for inquiry-based learning, resulting in gaps in conceptual understanding and application.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	According to the Panorama Family Survey, parents feel that the school does not provide materials and trainings to help parents work with their children to improve student achievement.	Parents are not familiar with the new strategies and standards being taught in the classroom. Most informational documents are translated in 3 languages (English, Spanish, and Vietnamese), but parents do not receive hands on instructional materials in their language to help their students at home.

Goal 7

Increase the percentage of Emergent Bilingual students meeting progress in Achieving English Language Proficiency on TELPAS from 50% to 55% (2026-2027 target).

Performance Objective 1

Foundations

Evaluation Data Source: TELPAS, STAAR, Interim, CBAs

Strategy 1

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.

Strategy's Expected Result/Impact: Increased student performance and language acquisition.

Staff Responsible for Monitoring: Teachers, Administration, EB Aide

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Funding Sources: 199 - PIC 25 Bil../ESL State Allotment Funds, $5,544

Formative Reviews

	November	February	April	June
Some Progress				

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Hispanic students at Beaver lag behind other demographic student groups in achieving the "Meets Grade Level" performance band on the STAAR Reading assessment in Grades 3-5.	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.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Inconsistent vertical alignment across grade levels leads to gaps and overlaps in how the TEKS are taught, as teachers interpret and deliver standards differently. This lack of coherence makes it difficult to ensure students are adequately prepared for the expectations of the next grade level and developed deeper as the TEKS progress.	A key root cause is the lack of structured communication and collaboration among teachers across grade levels within the same subject. Without alignment on how and to what depth TEKS should be taught, instructional inconsistencies occur and hinder student readiness.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students who are frequently absent are missing significant instructional time, which negatively impacts their academic progress. Inconsistent communication and follow-up may result in students and families not fully understanding the academic impact of absences or the importance of maintaining consistent attendance.	The campus lacks a consistent, proactive system for enrichment through a unified system such as depth and complexity. Consistent training and development in this area would increase differentiated opportunities for students.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	According to the Panorama Family Survey, parents feel that the school does not provide materials and trainings to help parents work with their children to improve student achievement.	Parents are not familiar with the new strategies and standards being taught in the classroom. Most informational documents are translated in 3 languages (English, Spanish, and Vietnamese), but parents do not receive hands on instructional materials in their language to help their students at home.

Goal 8 Increase parent participation opportunities perception from 75% to 90% by 2030 (2026-2027 Target: 82%)

Performance Objective 1

Excellence

Evaluation Data Source: Parent Surveys

Strategy 1

Parent Family Engagement Policy
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)
We will have several transition supports for our incoming kindergarten and fifth grade students. At the end of the school year we will host a kindergarten roundup where families can meet with the kindergarten team, and complete a campus tour. We also support fifth grade transitions to Jackson with a school tour field trip to Jackson Technology Center, the GISD explore event, and fine arts showcase concerts. These events are supported by administration and teachers

Strategy's Expected Result/Impact: Increased Parent Involvement

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 1

Funding Sources: 6300 Parent Involvement. Supplies T1, $2,070

Formative Reviews

November	February	April	June
Some Progress			

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	According to the Panorama Family Survey, parents feel that the school does not provide materials and trainings to help parents work with their children to improve student achievement.	Parents are not familiar with the new strategies and standards being taught in the classroom. Most informational documents are translated in 3 languages (English, Spanish, and Vietnamese), but parents do not receive hands on instructional materials in their language to help their students at home.

Goal 9

Increase campus participation in campus PBIS systems to decrease discipline office referrals by 10% from prior school year (2026-2027)

Performance Objective 1

Excellence

Evaluation Data Source: Discipline Data

Strategy 1

Implement PBIS monthly whole staff reviews and practice common area expectations.
PBIS strategies for students and staff. Consistent discipline system. Incentives for attendance for students.

Problem Statements: Perceptions 2

Formative Reviews

November	February	April	June
Some Progress			

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Students with frequent absences may experience difficulty maintaining consistent routines, expectations, and connections to school, which can contribute to increased behavior concerns and disciplinary incidents.	The campus has not yet consistently integrated attendance data into the PBIS and behavior support system to identify students who may need proactive support, reteaching of expectations, positive reinforcement, and targeted interventions.

Goal 10

Increase the percentage of third through fifth grade students with an IEP achieving 'Meets Grade Level' on 3rd-5th Reading Language Arts STAAR from 26% to 38% (2026-2027 target).

Performance Objective 1

Foundations

Evaluation Data Source: iReady, DOLs, CBAs

Strategy 1

Curriculum alignment, WIN time, coaching feedback, increased learning time

Strategy's Expected Result/Impact: Close achievement gap

Staff Responsible for Monitoring: teachers, admin

Problem Statements: Student Learning 1

Funding Sources: 199 - PIC 23 SPED State Allotment Funds, $807.5

Formative Reviews

November	February	April	June
Some Progress			

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Inconsistent vertical alignment across grade levels leads to gaps and overlaps in how the TEKS are taught, as teachers interpret and deliver standards differently. This lack of coherence makes it difficult to ensure students are adequately prepared for the expectations of the next grade level and developed deeper as the TEKS progress.	A key root cause is the lack of structured communication and collaboration among teachers across grade levels within the same subject. Without alignment on how and to what depth TEKS should be taught, instructional inconsistencies occur and hinder student readiness.

Goal 11

Increase the percentage of third through fifth grade students with an IEP achieving 'Meets Grade Level' on 3rd-5th Math STAAR from 29% to 41% (2026-2027 target).

Performance Objective 1

Foundations

Evaluation Data Source: iReady, DOLs, CBAs

Strategy 1

Curriculum alignment, WIN time, coaching feedback, increased learning time

Strategy's Expected Result/Impact: Close achievement gap

Staff Responsible for Monitoring: teachers, admin

Problem Statements: Student Learning 1

Funding Sources: 199 - PIC 23 SPED State Allotment Funds, $807.5

Formative Reviews

November	February	April	June
Some Progress			

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Inconsistent vertical alignment across grade levels leads to gaps and overlaps in how the TEKS are taught, as teachers interpret and deliver standards differently. This lack of coherence makes it difficult to ensure students are adequately prepared for the expectations of the next grade level and developed deeper as the TEKS progress.	A key root cause is the lack of structured communication and collaboration among teachers across grade levels within the same subject. Without alignment on how and to what depth TEKS should be taught, instructional inconsistencies occur and hinder student readiness.

State Compensatory Education

State Compensatory

Budget for Beaver Technology Center

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Personnel for Beaver Technology Center

Name	Position	FTE
Blair Brooker	Support Teacher	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Blair Brooker	Support Teacher	Title I, Part A.	1

Committees

Committees

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Kate	Walker	District Personnel	LEA Administrator
Blair	Auzenne	Community Member	Community Member
Flor	Llauce	Business Rep	Business Rep
Amelia	Contreras	Business Rep	Business Rep
Teri	Aeschbacher	Community Member	Community Member
Lauren	Peterson	Counselor	Counselor
Blair	Brooker	Support Teacher	Admin
Gustavo	Fajardo	Parent	Parent
Stephane	Rovelo	Parent	Parent
Erirka	Calderon	Teacher	Teacher
Maria	Robles	Secretary	Para
Niti	Khullar	Paraprofessional	Para Sped
Nancy	Perez	Teacher	Teacher
Erica	Ramirez	Teacher	Teacher
Ana	Morton	Teacher	Teacher
Courtney	Rafferty	Teacher	Teacher
Andrea	Torres	Teacher	Teacher
Dorian	Jimerson	Teacher	Teacher
Lindsey	Parker	Assistant Principal	Admin
Austin	Aeschbacher	Principal	Admin

Funding Summary

Funding Summary

199 - PIC 23 SPED State Allotment Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
10	1	1		--	$807.50
11	1	1		--	$807.50
				Sub-Total	$1,615.00
				Budgeted Fund Source Amount	$1,615.00
				+/- Difference	$0.00

199 - PIC 24 State Comp Ed Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$2,580.00
2	1	1		--	$2,580.00
				Sub-Total	$5,160.00
				Budgeted Fund Source Amount	$5,160.00
				+/- Difference	$0.00

199 - PIC 25 Bil../ESL State Allotment Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1		--	$5,544.00
				Sub-Total	$5,544.00
				Budgeted Fund Source Amount	$5,544.00
				+/- Difference	$0.00

199 - Magnet Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1		--	$12,750.00
6	1	2		--	$9,350.00
6	1	3		--	$28,000.00
6	1	4		--	$19,500.00
6	1	5		--	$5,400.00
				Sub-Total	$75,000.00
				Budgeted Fund Source Amount	$75,000.00
				+/- Difference	$0.00

6300 Parent Involvement. Supplies T1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1		--	$2,070.00
				Sub-Total	$2,070.00
				Budgeted Fund Source Amount	$2,070.00
				+/- Difference	$0.00