Katy Independent School District
Beckendorff Junior High School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard
Mission Statement

To cultivate personal learning, ownership, and growth through discovery and risk taking.

Vision

To support practices that promote innovation and build perseverance for students and teachers.

Core Values

**Purpose:** The motivation behind one's actions.

**Respect:** Appreciating for others' ideas, talents, and possessions.

**Integrity:** Doing the right thing in all circumstances, no matter what.

**Determination:** Working toward a valuable goal without giving up.

**Empathy:** Understanding of others' feelings and circumstances.
Comprehensive Needs Assessment

Demographics

Demographics Summary

As an established junior high in Katy, Texas, Beckendorff Junior High has been educating students of grades 6-8 for 13 years. We boast a current enrollment of 1,744. Our demographics tell the story of our vastly diverse population. Our enrollment is made up of 6% African American, 33% Asian, 59% White, and 2% Hispanic. Specific subgroups further define our diversity with 5% of our student included in our ESL program, 7% 504 students, 21% receiving GT services, and 7% with Special Education services. Grade levels are broken down into the following totals of 555 6th grade, 587 7th grade, and 603 8th grade students. There is a close balance of male and female students at BDJH. Our low mobility rate of 4.1% is also significant in evaluating the demographic information of our school.

Demographics Strengths

The strengths of Beckendorff Junior High are obvious to any that visit our campus. First, the quality of our students cannot be overstated. They are of great moral character and while being diverse, they are highly motivated in a wide array of interests, which brings them together across otherwise perceived boundaries.

1. The quality of our student body is also evident by the high attendance rate of 97.74%. Not only does this represent the dedication of our students but the support from our parents.
2. Our parental and faculty support is also an enormous factor in the quality and success of our students. This is most evident by the 100% involvement of our faculty in the PTA. Along with this, the willingness of our PTA to provide professional development for our staff and character education for our student body are contributing factors in our success.
3. With the diverse population that we support at BDJH, it is necessary that we have a strong foundation in every area such as Special Education as well as Gifted and Talented. Every program is evaluated regularly for effectiveness and continuous growth. No one area can reach all of our students but the flow of communication between the leadership in our administration, our counseling team, Special Education, GT, ESL, PTA, etc., promotes the highest quality programing.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Special Education population has experienced almost no growth in both reading, math, writing and social studies over a three year period. Reading scores have gone from 78% to a current 64%. Math has a slight improvement from 65% to 70%. Writing has gone from a 64% overall
rate to a 58%. Social Studies has dropped from 55% to 52%. **Root Cause**: Special education faculty and staff need professional development and accountability in order to identify and prioritize effective ways to work with identified special education students. Administrative follow up will be a key factor in facilitating this change.

**Problem Statement 2**: Our LEP population has had a sharp drop in reading scores from 80% in 2015 to 63% in 2017. **Root Cause**: As there has been a change in instruction over this time period, additional professional development for our ESL instructors should become a priority. Secondly, a significant change was made over the last two years, almost eliminating the use of state approved resources for LEP students on the STAAR exam. By reinstating this approved resource, an increase in academic outcomes could result.
Student Academic Achievement

Student Academic Achievement Summary

Beckendorff Junior High School is recognized by the distinctive high percentage of Masters Grade Level across all subject areas along with a significantly low Did Not Meet Grade Level percentage for the 2017 school year.

- **Masters Grade Level**: Beckendorff Junior High averaged 62% overall compared to a state average of 44%.
- **Meets Grade Level**: Beckendorff Junior High averaged 21.5% overall compared to a state average of 24%.
- **Closing Performance Gaps**: Beckendorff Junior High School had an impressively low percentage of 12% compared to the state number of 20.7%.
- **Did not Meet Grade Level**: Beckendorff Junior High has a very low percentage of 4% of students not meeting grade level as compared to the state average of 11.33%.

As these numbers are evaluated, growth is seen in the advancement of the upper standard of Masters Grade Level and then declines in the areas of Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level respectively, with a significant number of students (4%) in the Did Not Meet Grade Level category as compared to the state level (11.33%).

The overview of 2017 State Accountability System identifies 4 Index scores in which Beckendorff Junior High excels. BDJH received four distentions in the areas of:

- **Measures of Satisfactory Performance** was extensive with the expanded distinction of approaches Grade Level in the 2017 school year.
- **Measure of Student Progress**: Specifically, our African American population increased from 88% in 2016 to a 90% in 2017. Also, our Hispanic population increased in writing, science, and social studies with an average increase of 4% in these areas.
- **Closing Performance Gaps**: The improvement in Closing Performance Gaps was made evident in the significant jump in the Masters Grade Level category from 43% in 2016 to 61% in 2017. Also emphasising the narrowing of the performance gap is seen in the decrease from 61% in the Meets Grade Level in 2016 to 17% in 2017, moving these students up into the Masters category.
- **Postsecondary Readiness** is a purposeful emphasis at Beckendorff Junior High. Specific graduation and career goals are established progressively at the 6th, 7th, and 8th grade level through Naviance. Specifically, our counseling department along with our social studies department work hand in hand with our student to begin addressing the post secondary readiness. Each student works one on one with our counselors to reach personal goals which include an emphasis on the Recommended High School Plan. Needs and interest assessments through the Naviance curriculum is critical to the guidance program of our campus. As our students enter high school with a college-ready plan in place.

As these numbers are evaluated, growth is seen in the advancement of the upper standard of Masters Grade Level and then declines in the areas of Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level respectively, with a significant number of students (4%) in the Did Not Meet Grade Level category as compared to the state level of 11.33%.
• Reading – 95% (State 72 % and District 88%)
• Math - 96% (State 69% and District 86%)
• Writing – 95% (State 67% and District 85%)
• Science – 95% (State 76% and District 88%)
• Social Studies – 91% (State 65% and District 82%)
• Algebra 100% (State 82% and District 85%)

Overall comparison of 2017 scores indicates areas of strength as well as areas needing attention and targeted intervention at Beckendorff Junior High.

**READING:** 96%(overall), 87% (economically disadvantaged), African American (89%), Asian (97%), Hispanic (94%), White (95%), ESL (63%), GT (100%), SPED (63%)

**MATH:** 96%(overall), 92% (economically disadvantaged), African American (90%), Asian (99%), Hispanic (96%), White (84%), ESL (84%), GT (98%), SPED (70%)

**WRITING:** 93%(overall), 87% (economically disadvantaged), African American (81%), Asian (98%), Hispanic (93%), White (90%), ESL (78%), GT (96%), SPED (58%)

**SOCIAL STUDIES:** 94%(overall), 87% (economically disadvantaged), African American (73%), Asian (97%), Hispanic (94%), White (90%), ESL (87%), GT (94%), SPED (58%)

**SCIENCE:** 97%(overall), 97% (economically disadvantaged), African American (73%), Asian (99%), Hispanic (96%), White (90%), ESL (85%), GT (100%), SPED (78%)

When looking at the scores by sub-populations, three areas which have dropped in scores require implementation of change in instruction as well as intervention. In reading, our ESL and special education populations need targeted intervention. In writing, our ESL, African American, and SPED populations stand out. Once again, in writing, our ESL, African American and SPED populations should be reviewed for intervention.

**Texas Education Agency releases a "target" score for performance in all academic areas and for the following populations:** Economically Disadvantage, African American, and Hispanic. BDJH scored 67 in Index 3 where the "target" rate for the state is 26. These areas include reading, mathematics, writing, science, and social studies.

Our economically disadvantaged students STAAR Weighted Performance rate was 92 (Approaches Grade Level) and 40% (Masters Grade Level) respectively for reading performance. African American performed at a 93% (Approaches Grade) and a 34% (Masters Grade Level) in reading. This is compared to the Hispanic population performing a 96% (Approaches Grade) and 50% (Masters Grade Level).
Student Academic Achievement Strengths

Academic strengths at Beckendorff Junior High are evident across the academic areas. Overall, BDJH students scored an average of 84% in the categories of Meets or Masters grade level curriculum on STAAR score data. This is in comparison to "All Junior Highs" rating of an overall average of only 68% in comparison. In addition to exceeding comparisons with other junior highs, BDJH out performed our own standard of 81% in the 2016 school year by earning the following distinctions:

- Earning Distinctions in Academic Achievement in Reading and Math
- Earning a Distinction for Student Progress
- Earning a Distinction for Closing Performance Gaps
- Earning a Distinction for Post-Secondary Readiness on STAAR
- Meeting all Federal System Safeguards

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 2017 STAAR data for Beckendorff Junior High reveals that our Special Education students average, on all STAAR tested areas, 64.2% as compared to 95.2% school wide. Root Cause: Lack of early intervention; needed professional development with SPED and non-SPED teachers regarding accommodation application; increased need of data analysis as a part reteaching efforts.

Problem Statement 2: 2017 STAAR data reveals that LEP (Limited English Proficiency), Special Education, and African American students scored a collective 65% in Social Studies as compared to an overall school average of 94%. Root Cause: The root cause of this discrepancy could be a need for more innovative instruction as well as variation in presentation and assessment of TEKS objectives. Also, speedy interpretation of DLA and campus made assessments can target areas that need immediate intervention or reteaching.
School Processes & Programs

School Processes & Programs Summary

Processes Organization:

Campus Core Values created to support entire campus:

**PRIDE:** Purpose, Respect, Integrity, Determination, Empathy

Processes Administrative:

Creation of a comprehensive Staff Reference Guide - In order to create clear expectations and consistency among the Beckendorff Junior High faculty and staff, a comprehensive Staff Reference Guide was created in order to support understanding and equity among all BDJH educators.

Establish a clear profile of the BDJH teacher: By establishing the Profile of a BDJH Teacher, all educators will understand the emphasis on a culture of building relationships; will better understand and utilize a comprehensive organizational system; will work to provide a safe learning environment; and will develop a personal best as a continuous learning.

Parent, Administrative and Counseling integration of **Character Strong** in advisory, guidance lessons, parent education, and classroom implementation.

Processes Instructional:

Implementation of the Fundamental Five with an emphasis on a backward design of instructional implementation

Collaborative Teaming

Data Driven Instruction

Processes Training and Development:

Professional Development Rotation incorporate vertical collaboration, grade level and department meetings, faculty meetings, as well as additional professional development to address specific needs. In addition to this Professional Development Rotation, BDJH will continue with Learning Walks, formal and informal observation and coaching, and Collaborative Teaming.

Instruction at Beckendorff Junior High is driven by the Texas Essential Knowledge and Skills and the Katy ISD developed scope and sequence based on these TEKS. Teachers use these resources to plan and align curriculum, instruction, and assessments. Grade level department teams meet weekly with an
Instructional Coach and/or assistant principal to develop instruction with best practices based on these Cornerstones of Learning: collaboration, communication, creative thinking, critical thinking, information literacy, problem solving, and social contribution. These teams also work together to create common formative and summative assessments aligned with instruction and curriculum, data from formal and informal assessments, and from coworkers with an emphasis on risk taking and transparency.

As educators, Beckendorff uses a variety of data in order to drive instruction. This data can include both formal and informal assessments, including state, district and campus based assessments. Data gathered from these assessments helps to maintain alignment with the scope and sequence of the TEKS. This analysis of data guides reteaching when necessary. Guidance from our instructional coaches encourages and supports teachers with a backward design in developing lesson plans, always planning with the end in mind. This collaboration of ideas, sharing of data, coaching, and teaming help develop assessments which helps to ensure growth.

Student progress is monitored through a compilation of major and minor grades. These include but are not limited to DLA's, project based learning, campus based assessments, and daily assignments. Grade reports are systematically reviewed by teachers, counselors, instructional coaches, and assistant principals. Parents also have the Home Access Center by which they can be an integral part of student accountability. RTI's are developed for students who struggle in academic or behavioral areas, with teachers, counselors, or other stakeholders maintaining relevant intervention strategies and their results. Additional supports are documented and maintained in order to increase student success.

Beckendorff Junior High promotes a student centered environment which includes family support, respect for the individual, and an individual approach to personal and educational needs. We strive to provide a responsive climate for parents to partner with us in educating their students. Beckendorff Junior High also supports the VIPS (Volunteers in Public Schools) and PIE (Partners in Education) administrative liaisons in order to fully benefit from volunteers in our school. BDJH maintains a website with the most current school information, including procedures, reminders, and upcoming events. In addition, our principal hosts a parent coffee two times per year to collaborate with stakeholders regarding the direction of the school.

The vision statement of Katy Independent School District is "Be the Legacy". As a part of this goal, KISD's mission is to be the leader in educational excellence, together with family and community, providing unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life...to create the future.

The school leadership structure is designed to maximize the effective use of key personnel with a focus on instructional leadership and staff growth and development. The building principal heads a four person administrative team. Three assistant principals have direct influence with an assigned grade level. Each year these administrators cycle with their students in order to develop more established relationships. The forth assistant principal is assigned to 504 and special populations. This allows for consistent leadership in areas where documentation is intensive. With our four school counselors, duties are assigned by an alphabetic split. This allows counselors to work with the same group of students over a 3 year period of time.

Teachers-as-leaders is critical to the success of Beckendorff Junior High. Although content area leadership is assigned to a department chair individual, the input of all members is equally important. Department chair duties such as data analysis, leadership, modeling, and resource gathering is vital. These teachers are considered instructional leaders and are asked to develop, design, implement, and assess quality learning opportunities for their content.
Chairpersons also collaborate extensively with their instructional coaches to develop needs assessments and timely solutions to instructional imperatives based on assessment data and feedback from both teachers and students.

Teacher input is valued and sought after in a variety of both formal and informal methods. Formal opportunities include service on campus committees, department chair positions, and grade level and department meetings. Informal opportunities for input occur daily and include the availability of administrators during planning sessions and a purposefully maintained “open door” policy that has effectively engendered trusting and mutually respectful relationships between administration and staff members at all levels. To this end, a purposeful effort is maintained to garner as much teacher input in school practices.

Staff duty rosters are developed according to identified needs with such factors as overall school safety and security, teacher capacity, and equity in the division of labor being a chief consideration. Teachers participate in a “duty lottery” where they are randomly selected and/or given the opportunity to sign up for duties of their choice. Administrative duties are assigned based on need, availability, and areas of expertise of individual administrators.

The core of strong educational programming centers on the quality of instruction students receive daily. At Beckendorff great effort has been made to ensure the master schedule maximizes full utilization of instructional time during each day. Moreover, the scheduling of events and programs are strategically calendared in order to minimize disruption of classroom instruction. The building and the room assignments are strategically designed with the focus on instruction to the greatest extent possible. Beckendorff offers tutorials at strategic times such as before and after school. Cooperation between content specific teachers allows for a maximum availability to students. Extracurricular activities are also an impressive quality of Beckendorff Junior High. Additionally, a diverse array of clubs are available to students at all levels.

**School Processes & Programs Strengths**

The creation of and emphasis on a new **BDJH Staff Reference Guide** makes school processes clear and well defined for all professionals.

The Beckendorff Junior High website is the foundation of information for both parents and students. By combining all school information on one site, it is our goal to clearly communicate information equitably to all stakeholders.

Katy ISD emphasises student’s access to progressive and current technology at all levels. The district has demonstrated this commitment by providing and consistently upgrading its technology infrastructure. Beckendorff Junior High has employed an open device policy for five years. This policy allows BDJH students with the opportunity to use technological devices for learning purposes, while teaching students the hallmarks of digital citizenship. Teachers consistently seek out and employ lessons that integrate technology in learning. Each educator utilizes a personal computer, SMART board, as well as other technological devices in the effort to provide quality and engaging instruction.

Instructional materials, such as textbooks and assignments can be found on CANVAS and can be accessed by all students. On campus, filtered WiFi is available for use by students. Teachers are expected to monitor student technology use for appropriateness. In addition to personal student devices, school iPads as well as Netbooks are provided in academic classes.
Beckendorff Junior High has identified the following areas of focus in which we have identifiable strengths:

1. Collaborative Teaming
2. Data-Driven and backward design approach to instruction
3. Effective RTI process
4. Reading and math intervention courses
5. Targeted tutorials during the school day

Beckendorff Junior High works hard to maintain these strengths:

- Strong Parent Teacher Association (PTA) – Parents volunteer numerous hours of their time to the school, providing programming such as Character Strong and Rachel's Challenge to students for character education, finances for school initiatives, and support for teachers.
- Project Based Learning (PBL) – Parents and community members serve as experts on panels to provide feedback to students on their work.
- Sixth grade parent induction session (part of Cub Camp)
- Campus Advisory Team – process to involve parents and community members in planning and evaluating campus practices
- Clearly defined educator guidelines: BJDH Staff Reference Guide 2017-18

The effective use of Collaborative Teaming and common planning times for teachers during the contract day is a strength at BDJH. These professional learning teams are able to deliver and receive training, disaggregate data, conference and share professional best practices. Administrators are also participants and therefore are able to provide timely answers to questions, address areas of concern or assist in gathering resources to facilitate the instructional process. Additionally, the presence of instructional coaches in Teaming provide content expertise that also fortifies strength in content.

The focus and purposeful design of the master schedule of classes to maximize all available instructional time during each instructional day is a strength as is the strategic scheduling of events and programs in order to minimize disruption of classroom instruction.

Several areas of strength have been identified at the district and campus level. The culture at BDJH is that of an early adopter of technology. The administration and faculty like to be on the cutting edge of the latest trends in educational technology and consistently seek out ways to integrate technology in the class room. Katy I.S.D. has supported the use of technology in the class room through funding, infrastructure and technical support.

The open WiFi at Beckendorff Junior High is conducive to the daily use of both personal digital devices, as well as those provided by the school. This philosophy allows for real-world experience across campus both in instruction and personally – highlighting the importance of digital citizenship as a fundamental part of a well-rounded citizenship program.
Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our English Language Learners are often under served in regards to the strategies and resources available to that population. **Root Cause:** We have a need for an increased focus on professional development regarding ESL strategies across the content areas. Also, the vast number of languages spoken at Beckendorff Junior High complicates the identification and understanding of how to support the individual student.

Problem Statement 2: Parents report an inconsistency in information provided by teachers and other campus entities. **Root Cause:** The multiple resources provided by our district and school can be overwhelming and sometimes counter productive. Parents often struggle to know which resource to refer to. Canvas, HAC, school newsletters, teacher emails, and general campus policies need to be streamlined for a more user friendly experience.

Problem Statement 3: Academic concerns can often be thought of as a students primary need when in fact social and emotional issues may be the primary contributing factor. **Root Cause:** Family, school, and community pressure can often manifest itself in behavioral and emotional problems.
Our **Campus Core Values** are:

**PURPOSE:** The motivation behind one's actions.

**RESPECT:** Appreciation for others' ideas, talents, and possessions.

**INTEGRITY:** Doing the right thing in all circumstances, no matter what.

**DETERMINATION:** Working toward a valuable goal without giving up.

**EMPATHY:** Understanding of others' feelings and circumstances.

Our **Guiding Principle** is "Relationships First!"

Our **Statement of Purpose** is to cultivate personal learning, ownership, and growth through innovation and risk-taking.

Our essential intent is the support of practices that build innovation and perseverance in all learners.

All our actions are built upon these **Four Pillars**:

**A culture of building relationships:** A BDJH teacher invests in relationships with others knowing that it pays dividends in personal impact and therefore student, classroom and campus success.

**Organizational systems:** A BDJH teacher works to meet the established campus, department, and team expectations for instruction, content knowledge, technology use, policy implementation, teamwork, and alignment.

**Providing a safe environment:** A BDJH teacher knows that safety must come before learning can happen. This is not only physical safety, but also includes
making learning space that is socially and emotionally safe for all learners.

**Continuous learning**: A BDJH teacher is a lifelong learner who makes learning and growing as a professional a priority.

**A Culture of Building Relationships**

School Culture and Climate is strong and well supported through intentional and ongoing supports. BDJH is a place where teachers love to work, and students love to learn. Parents are connected to the campus through an active PTA, parent-teacher communication, and various activities throughout the school year.

**Perceptions Strengths**

- PTA profound investment in the campus through programs and events that promote our core school values
- Academically vigorous campus led by a top administration and teaching staff which supports students in achieving outstanding individual and collective goals. (i.e., Science Olympiad)
- Comprehensive Guidance Program led by an excellent school counseling team.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1**: The learning community easily places such emphasis on the highest performing students that the average student can get overlooked and even undeserved. **Root Cause**: Lack of emphasis on the individual as an important entity aside from looking at their academic performance level alone.

**Problem Statement 2**: The perception that academic performance or a specific talent is the greatest measure of personal success. **Root Cause**: Cultural and social norms.
Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**
- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data

**Student Data: Assessments**
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

**Student Data: Student Groups**
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

**Employee Data**
- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**
- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

**Support Systems and Other Data**
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results
Goals

Goal 1: Demographic: To assist and support international students and their families in the assimilation into the school community.

Performance Objective 1: Opportunities for families to receive face to face instruction on the use of district resources and technologies, in addition to academic and and campus expectations through an New to Country student night.

Evaluation Data Source(s) 1: Was the New to Country night held?

Summative Evaluation 1:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Sponsor a New to Country night for students and their parents</td>
<td>Administrative staff Counseling staff Instructional coordinators</td>
<td>Smoother assimilation into our educational system for students who are coming from out of country</td>
<td>Formative Summative Oct Jan Apr June</td>
</tr>
</tbody>
</table>
**Goal 2:** To increase academic outcomes for SPED students by 5% across all contents.

**Performance Objective 1:** Clear and consistent implementation of monitoring student academic and behavioral data to maximize effective learning for all SPED students by targeting areas where greater support is needed

**Evaluation Data Source(s) 1:** Teacher provided data monitoring, case manager documentation, student and parent input

**Summative Evaluation 1:**

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<th>Strategy Description</th>
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</thead>
<tbody>
<tr>
<td>1) Ongoing monitoring system implemented for Special Education students</td>
<td>Teachers of Special Education students, Counselors of Special Education students, Case managers of Special Education students</td>
<td>Teachers can impact the success of the special education child by documenting the use of accommodations and their effectiveness. Teachers will provide productive input regarding the need for various accommodations. Counselors can have meaningful conversations with students and their parents by analyzing progress report and report card data. Intervention steps can be discussed and implemented.</td>
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<tr>
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<tr>
<td>Formative</td>
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- ✔️ = Accomplished  ➔ = Continue/Modify  🟤 = Considerable  🟤 = Some Progress  ⬜ = No Progress  ❌ = Discontinue
**Goal 2:** To increase academic outcomes for SPED students by 5% across all contents.

**Performance Objective 2:** Increase instructional capacity of SPED teachers, and general education teacher that work with SPED students, by providing targeted professional development.

**Evaluation Data Source(s) 2:** Training has been provided and teachers have self reported and been observed implementing new instructional strategies for the SPED population. SPED students academic outcomes will also be used as a data source.

**Summative Evaluation 2:**

**Goal 3:** To increase student growth and success for ESL students by 5% across all contents areas.

**Performance Objective 1:** To build capacity with the teachers that service the ESL population. This will be done by providing targeted, ongoing, professional development.

**Evaluation Data Source(s) 1:** List of professional development provided; ESL academic outcomes on local and state data

**Summative Evaluation 1:**

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<tbody>
<tr>
<td>1) All LPAC representatives receive the district training for LPAC members</td>
<td>Assistant Principle assigned to LPAC, LPAC Chairperson, Campus Administration</td>
<td>All LPAC members attend district training</td>
<td>Oct Jan Apr June</td>
</tr>
<tr>
<td>Implement monitoring system for all ESL students (Red Folder Check List)</td>
<td></td>
<td>All teachers of ESL students will provide the appropriate documentation of accommodations every six weeks to LPAC chairperson</td>
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</tr>
<tr>
<td>Provide professional development to all teachers of ESL students</td>
<td></td>
<td>Professional development attendance verification for all faculty who work with ESL students</td>
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</tr>
<tr>
<td>2) Incorporate researched based ELL strategies in PLC meetings</td>
<td>Instructional Coordinators, Department Chairpersons, ESL Lead Teacher Administration</td>
<td>Teachers will incorporate effective ELL teaching strategies as a regular part of classroom instruction</td>
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<tr>
<td></td>
<td></td>
<td>Academic growth of 5% across all content areas among English Language Learners</td>
<td></td>
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</tbody>
</table>
Goal 3: To increase student growth and success for ESL students by 5% across all contents areas.

Performance Objective 2: During PLC meetings, team members will purposefully incorporate researched based instructional strategies designed to impact English Language Learners.

Evaluation Data Source(s) 2: PLC meeting agendas; increased use of ELL teaching strategies observed in administrative classroom observation

Summative Evaluation 2: Met Performance Objective

Goal 4: To increase academic growth for the following sub-populations by 5%: At-Risk, economically disadvantaged, African American.

Performance Objective 1: Using campus procedures for supporting academic growth. We will use data, (Common assessment, DLAs, and state testing, etc...) to identify specific areas requiring additional intervention for individual students.

Evaluation Data Source(s) 1: Student academic data.

Summative Evaluation 1:

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<tbody>
<tr>
<td>1) Interpretation of data from DLAs</td>
<td>Instructional Coordinators</td>
<td>Design intervention curriculum for use in advisory</td>
<td>Formative Oct Jan Apr June</td>
</tr>
<tr>
<td>Dissemination of data to content specific teachers</td>
<td>Department Chairpersons</td>
<td>Identify areas needing reteaching in the classroom</td>
<td></td>
</tr>
</tbody>
</table>

- ✔ = Accomplished
- ▸ = Continue/Modify
- 🍯 = Considerable
- 🍭 = Some Progress
- ☳ = No Progress
- ✗ = Discontinue

Beckendorff Junior High School
Generated by Plan4Learning.com
Campus #50
February 7, 2018 12:48 pm
Goal 5: To provide for the social-emotional well being of all students through character education.

Performance Objective 1: Provide a character lesson once a week to all students through advisory.

Evaluation Data Source(s) 1: Student and staff surveys. Lessons have been delivered.

Summative Evaluation 1:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Implementation of Character Strong curriculum for the entire campus through advisory and larger group sessions</td>
<td>Counseling Staff Administrative Staff Teachers</td>
<td>Students will participate in Character Strong lessons in a variety of settings</td>
<td>Formative: Yes Jan: Yes Apr: Yes June: Yes</td>
</tr>
<tr>
<td>Implement No Place for Hate curriculum and accompanying campus activities</td>
<td>Teachers</td>
<td>Students will develop character traits that are modeled in the No Place for Hate curriculum and activities</td>
<td></td>
</tr>
</tbody>
</table>

- = Accomplished  ➡ = Continue/Modify  ⬤ = Considerable  ⬤ = Some Progress  ☹ = No Progress  ✗ = Discontinue
Goal 6: To improve communication with parents and students by streamlining communication processes.

Performance Objective 1: Use the campus web-page as the primary source of campus information.

Evaluation Data Source(s) 1: Use of the web-page for information and communication with parents and students.

Summative Evaluation 1:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Maintain a BDJH web-page as the primary source of campus information</td>
<td>Administration</td>
<td>Simplified method for parents to access campus information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Heather Hogan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All staff responsive for</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>providing up-to-date</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>information for the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>web-page</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Formative Summative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oct     Jan     Apr     June</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✔       ✔       ✔       ✔</td>
</tr>
</tbody>
</table>

= Accomplished   = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue
State Compensatory

Personnel for Beckendorff Junior High School:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holly Skillern</td>
<td>Teacher</td>
<td>Read 180</td>
<td>1</td>
</tr>
</tbody>
</table>
# Campus Advisory Committee

<table>
<thead>
<tr>
<th>Committee Role</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>Denise Alcover</td>
<td>Test Facilitator</td>
</tr>
<tr>
<td>Administrator</td>
<td>Ethan Crowell</td>
<td>Principal</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Angie Chinea</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Heather Hogan</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Ryan Sumner</td>
<td></td>
</tr>
<tr>
<td>District-level Professional</td>
<td>Karen Bell</td>
<td></td>
</tr>
<tr>
<td>Business Representative</td>
<td>Kieth Hawkins</td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>Steve Kaplan</td>
<td></td>
</tr>
<tr>
<td>Community Representative</td>
<td>Shannon Kim</td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>Jana Olivas</td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>Leslie Simank</td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>Yvonne Trevino</td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>Gabe Thorton</td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>Williams Lauren</td>
<td></td>
</tr>
</tbody>
</table>
Addendums
Accountability Rating
Met Standard

Met Standards on
- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on
- NONE

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Performance Index Report

Performance Index Summary

<table>
<thead>
<tr>
<th>Index</th>
<th>Points Earned</th>
<th>Maximum Points</th>
<th>Index Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Student Achievement</td>
<td>4,940</td>
<td>5,136</td>
<td>96</td>
</tr>
<tr>
<td>2 - Student Progress</td>
<td>828</td>
<td>1,600</td>
<td>52</td>
</tr>
<tr>
<td>3 - Closing Performance Gaps</td>
<td>1,614</td>
<td>2,400</td>
<td>67</td>
</tr>
<tr>
<td>4 - Postsecondary Readiness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR Score</td>
<td>81.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Rate Score</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Plan Score</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postsecondary Component Score</td>
<td>N/A</td>
<td>81</td>
<td></td>
</tr>
</tbody>
</table>

Distinction Designation

- Academic Achievement in ELA/Reading
  - DISTINCTION EARNED
- Academic Achievement in Mathematics
  - DISTINCTION EARNED
- Academic Achievement in Science
  - DISTINCTION EARNED
- Academic Achievement in Social Studies
  - DISTINCTION EARNED
- Top 25 Percent Student Progress
  - DISTINCTION EARNED
- Top 25 Percent Closing Performance Gaps
  - DISTINCTION EARNED
- Postsecondary Readiness
  - DISTINCTION EARNED

Campus Demographics

<table>
<thead>
<tr>
<th>Campus Type</th>
<th>Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Span</td>
<td>06 - 08</td>
</tr>
<tr>
<td>Campus Size</td>
<td>1,752 Students</td>
</tr>
<tr>
<td>Percent Economically Disadvantaged</td>
<td>6.3</td>
</tr>
<tr>
<td>Percent English Language Learners</td>
<td>3.6</td>
</tr>
<tr>
<td>Mobility Rate</td>
<td>5.1</td>
</tr>
<tr>
<td>Percent Served by Special Education</td>
<td>6.7</td>
</tr>
<tr>
<td>Percent Enrolled in an Early College High School Program</td>
<td>0.0</td>
</tr>
</tbody>
</table>

System Safeguards

Number and Percentage of Indicators Met

| | 34 out of 36 = 94% |
| | 18 out of 18 = 100% |
| | N/A |
| Total | 52 out of 54 = 96% |

For further information about this report, please see the Performance Reporting website at https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html
# Student Profile

## Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>742</td>
<td>42.30%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>341</td>
<td>19.44%</td>
</tr>
<tr>
<td>Asian</td>
<td>553</td>
<td>31.53%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>69</td>
<td>3.93%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>43</td>
<td>2.45%</td>
</tr>
<tr>
<td>Am Indian/Alaskan Native</td>
<td>2</td>
<td>0.11%</td>
</tr>
<tr>
<td>Native Hawaiian Pacific Islander</td>
<td>4</td>
<td>0.23%</td>
</tr>
</tbody>
</table>

## Student Statistics

<table>
<thead>
<tr>
<th>Statistic</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>1,754</td>
</tr>
<tr>
<td>At-Risk</td>
<td>13.17%</td>
</tr>
<tr>
<td>Low Income</td>
<td>6.56%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>3.59%</td>
</tr>
<tr>
<td>Special Education</td>
<td>6.84%</td>
</tr>
<tr>
<td>Career Technology Education</td>
<td>23.49%</td>
</tr>
<tr>
<td>Bilingual</td>
<td>0.00%</td>
</tr>
<tr>
<td>ESL</td>
<td>3.48%</td>
</tr>
<tr>
<td>Gifted/Talented</td>
<td>21.78%</td>
</tr>
<tr>
<td>Title I</td>
<td>0.11%</td>
</tr>
<tr>
<td>Attendance Rate</td>
<td>97.47%</td>
</tr>
</tbody>
</table>