# Katy Independent School District

# Beckendorff Junior High School

# 2019-2020 Campus Improvement Plan

# 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.

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# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

As an established campus in Katy ISD, Beckendorff Junior High has been educating students of grades 6-8 for 14 years. Our current enrollment is 1,718 and is made up of 6% African American, 33% Asian, 19% Hispanic, and 37% White. Specific subgroups further define our diversity with 7% of our students included in our ESL program, 7% 504 students, 25% receiving GT services, and 7% with Special Education services. There is a close balance of male and female students at BDJH. Our mobility rate of 5% is also significant in evaluating the demographic information of our school.

Of the 122 staff members on campus, 90% are Professional Staff and 10% are Educational Aides. First-year teachers make up 2% of the staff while 15% have more than 20 years of experience. Nearly 30% of our teachers hold a Master's degree.

**Demographics Strengths**

The strengths of Beckendorff Junior High are obvious to any visitor to 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 with a wide array of interests which brings them together across otherwise perceived boundaries.

1. The quality of our student body is also evident by a high attendance rate of nearly 98%. 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 including programs such as Special Education and Gifted and Talented. Every program is evaluated regularly for effectiveness and continuous growth.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1**: Students struggle with lack of resilience and processing their emotions in a high-performance environment, particularly when faced with a setback. **Root Cause**: Increased demands on students and excessive use of social technology hinders their ability to have meaningful discussions with peers and adults. The ever increasing societal and parental desire to insulate students from setbacks hinders the development of a Growth Mindset and masks the idea that at time great effort must be applied in order to achieve the desired outcome(s).

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- PBMAS 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
- STAAR End-of-Course current and longitudinal results, including all versions

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dyslexia Data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

**Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data

# Goals

## Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** Teachers will post the objective for the class and the goal for what students should be able to do or complete at the end of the period.
A critical writing piece may be implemented as an opportunity for students to reflect on the lesson.

> **Evaluation Data Source(s) 1:** Walk-throughs are conducted by administration, instructional coaches as well as counselors and other support staff.

> **Summative Evaluation 1:**

> **Next Year's Recommendation 1:** It is reccommended to continue this goal for 2019-2020

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) Teachers will be trained on the elements of the Fundamental 5. Goals for teachers include: making a lesson frame written in kid friendly language visible for each class period.; facilitate purposeful talk opportunities for students, recognize and reinforce students, provide opportunities for students to engage in critical writing, and to teach from the 'power zone'. | 2.4, 2.5, 2.6 | Administration, Instructional coaches | Student achievement in core content classes will increase as measured by report cards, district level assessments, STAAR scores. | | | | |
| | 100% = Accomplished | → = Continue/Modify | 0% = No Progress | ✗ = Discontinue | | | |

# Goal 2: Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 1:** Provide a character lesson once a week to all students through social studies.

**Evaluation Data Source(s) 1:** Student and staff surveys. Lessons plans.

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) Implementation of Character Strong curriculum for the entire campus through advisory and larger group sessions | 2.4, 2.5, 2.6 | Counseling Staff Administrative Staff Teachers | Students will participate in Character Strong lessons in a variety of settings<br><br>Students will develop character traits that support the positive learning environment mission at BDJH. | | | | |
| | 100% = Accomplished | → = Continue/Modify | 0% = No Progress | ✗ = Discontinue | | | |

# Goal 3: Increase Economically Disadvantaged student Reading scores in the Meets Grade Level or Above category 2% for the 2019-2020 school year.

**Performance Objective 1:** Make professional development opportunities available that are designed to help teachers understand and respond to the needs of economically disadvantaged students.

**Evaluation Data Source(s) 1:** Evidence of completion, sign in sheets, TTESS conference notes.

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| **TEA Priorities** Recruit, support, retain teachers and principals 1) BDJH will offer an option for teacher to select for their TTESS professional development goal that is designed to help teachers understand and respond to the needs of economically disadvantaged students. | 2.4, 2.5, 2.6 | Campus principal, assistant principals, instructional coaches | Teachers will be more equipped to respond to the academic and behavioral needs of economically disadvantaged students resulting in an increase in overall test scores. | | | | |
| 100% = Accomplished | → = Continue/Modify | 0% = No Progress | ✗ = Discontinue | | | | |

# Goal 4: Goal: EL (Current) students' scores in the Reading in the Meets Grade Level or Above category will increase by 2% for the 2019-2020 school year.

**Performance Objective 1:** BDJH will provide targeted, ongoing, professional development for teachers who service the ESL population.

**Evaluation Data Source(s) 1:** During PLC meetings, team members will purposefully incorporate researched based instructional strategies designed to impact English Language Learners.

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math 1) To build capacity with the teachers that service the ESL population. This will be done by providing targeted, ongoing, professional development | 2.4, 2.5, 2.6 | Campus principal, assistant principals, instructional coaches, district ESL staff | Efforts will result in an increase by 2% in Reading - Meets Grade Level or Above. | | | | |

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

**Goal 4:** Goal: EL (Current) students' scores in the Reading in the Meets Grade Level or Above category will increase by 2% for the 2019-2020 school year.

**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:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) Emphasis will be placed during lesson design on incorporating strategies designed to assist English Language Learners. | 2.4, 2.5, 2.6 | Campus administration, instructional coaches, department chairs. | ELL scores will increase by 2% in Reading - Meets Grade Level or Above. | | | | |
| 100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue | | | | | | | |

# Goal 5: Increase academic outcomes for SPED students by 5% across all contents.

**Performance Objective 1:** Increase the focus on monitoring student academic and behavioral data to maximize effective learning for all SPED students.

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

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) Teachers will implement clear and consistent methods for monitoring student academic and behavioral data to maximize effective learning for all SPED students by targeting areas where greater support is needed | 2.4, 2.5, 2.6 | Campus administration , instructional coaches. | 5% growth in SPED performance across all contents. | | | | |
| 100% = Accomplished | → = Continue/Modify | 0% = No Progress | ✗ = Discontinue | | | | |

**Goal 5:** Increase academic outcomes for SPED students by 5% across all contents.

**Performance Objective 2:** Provide targeted professional development to SPED teachers, and general education teachers that work with SPED students.

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

**Summative Evaluation 2:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) Increase instructional capacity of SPED teachers, and general education teachers that work with SPED students, by providing targeted professional development. | 2.4, 2.5, 2.6 | Campus administration, instructional coaches, district staff. | To increase academic outcomes for SPED students by 5% across all contents. | | | | |
| 100% = Accomplished | | →  = Continue/Modify | | 0% = No Progress | | ✗ = Discontinue | |

# Campus Advisory Team

| Committee Role | Name | Position |
|---|---|---|
| Non-classroom Professional | Morgan Allen | Testing Coordinator |
| Administrator | Paul Moussavi | Principal |
| Classroom Teacher | Jennifer Lopez | Teacher |
| Classroom Teacher | Steven Hancock | Classroom Teacher |
| Parent | Damle Sonali | parent |
| District-level Professional | Patricia Reynolds | District Level Professional |
| Parent | Jenny Kumar | Parent |
| Community Representative | Vacant position | Vacant |
| Business Representative | Jeff Poole | Business Representative |
| Community Representative | Kim Greene | Community rep |
| Parent | India Eastman | Parent |
| Parent | Leslie Mallory | Parent |
| Parent | Angelia Stutts | Parent |
| Administrator | Eric Jacobi | Administrator |

# Addendums

# Texas Education Agency
## 2019 Accountability Ratings Overall Summary
### BECKENDORFF J H (101914050) - KATY ISD

## Accountability Rating Summary

| | Component Score | Scaled Score | Rating |
|---|---|---|---|
| **Overall** | | 97 | A |
| | | | |
| **Student Achievement** | | 95 | A |
| STAAR Performance | 81 | 95 | |
| College, Career and Military Readiness | | | |
| Graduation Rate | | | |
| | | | |
| **School Progress** | | 92 | A |
| Academic Growth | 84 | 92 | A |
| Relative Performance (Eco Dis: 10.5%) | 81 | 90 | A |
| | | | |
| Closing the Gaps | 100 | 100 | A |

## Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

## Distinction Designations

| | |
|---|---|
| ELA/Reading | Earned |
| Mathematics | Earned |
| Science | Earned |
| Social Studies | Earned |
| Comparative Academic Growth | Earned |
| Postsecondary Readiness | Earned |
| Comparative Closing the Gaps | Earned |