

**Katy Independent School District**  
**Beck Junior High School**  
**2019-2020 Campus Improvement Plan**

# Mission Statement

## Rodger and Ellen Beck Junior High School

### Mission Statement

Beck Junior High School, in partnership with parents and the community, and through the provision of balanced academic and extracurricular programs, will provide a learning environment which promotes respect, responsibility, and lifelong independent and collaborative learning in order to ready our students to become the creators of the future.

# Table of Contents

Comprehensive Needs Assessment .....	4
Needs Assessment Overview .....	4
Demographics .....	5
Student Academic Achievement .....	6
School Processes & Programs .....	7
Perceptions .....	8
Priority Problem Statements .....	9
Comprehensive Needs Assessment Data Documentation .....	10
Goals .....	13
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences. ....	13
Goal 2: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention. ....	14
Goal 3: Katy ISD will actively support the emotional well-being of all learners. ....	15
Addendums .....	16

# Comprehensive Needs Assessment

## Needs Assessment Overview

All in all, Beck Junior High will be focusing on bringing up specific student populations on STAAR, continuing to be sure ALL students have academic growth and ensure our culture and climate is improved based on our climate survey from last year. We have a great start and will continue to progressively work as the year goes on!

# Demographics

## Demographics Summary

We are Beck Junior High. A high performing junior high in Katy Texas. Our community and parents are extremely involved with our campus and activities and we have a highly involved PTA. Student achievement is our highest mission along with a strong school culture and impactful staff/student relationships. Besides a research based rigorous curriculum taught by excellent teachers and staff, we have many programs in place to address student needs and to enrich students' school experience as a whole. Fine Arts, Athletic Programs as well as a host of clubs and student interest groups add so much to our learning environment and student learning. Special programming and classes as well as tutorials by every staff member work to ensure that struggling students or students struggling with a concept are given extra time and instruction in order to have their needs met.

## Demographics Strengths

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Several subpopulations are underperforming on STAAR in specific subject areas. **Root Cause:** Our student demographic is changing and students are moving in from multiple places outside of our district. In addition, our ELL population has grown significantly.

# **Student Academic Achievement**

## **Student Academic Achievement Summary**

The students at Beck Junior High perform at very high levels and are consistently above district and state averages. This past year on the STAAR Test, Beck received an A grade in all domains and received every Distinction a school can receive, including Student Growth. There are some demographics we are looking at to address deficits, however, we are extremely proud of our students, their high academic levels and test scores, as well as their desire to grow in other areas such as Fine Arts and Athletics. Our High School Credit courses are consistently filled to capacity and our students scored a 100% on our Algebra EOC in both Met AND Mastered! This is quite an achievement that we are extremely proud of!

## **Student Academic Achievement Strengths**

# School Processes & Programs

## School Processes & Programs Summary

We are working to align our processes so that they are well defined and are communicated well to all staff. Due to the redrawing of district lines, retirements, transfers and teachers moving to areas other than the Houston area we have added over 30 new teachers to our staff! This is exciting, but we are putting processes into place to be sure processes are clear and well communicated. We have developed three belief statements at Beck with our Department Chairs, Instructional Coaches, Administrative team and our staff as a whole. Our Belief statements are as follows: 1. We believe that teachers should be given the support and value to do what they do best...Teach and support kids. 2. We believe our culture should represent one of communication, compassion and compromise. 3. We believe that successes should be celebrated on a regular basis. Communication is disseminated on a regular basis through: face to face communication at team and department meetings, faculty meetings, weekly faculty bulletins, PA announcements on a daily basis, Instructional Coaches, and Department Chairs. We have also developed an Organizational Chart in order for staff to know explicitly what the chain of command is and who to contact first so everyone is in the loop.

## School Processes & Programs Strengths

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** There is a need to have clear communication regarding our school processes and programs. **Root Cause:** We have over 30 new Beck staff members and the existing staff have expressed a need to be communicated with and to be clear on all campus processes and programs along with expectations.

# Perceptions

## Perceptions Summary

This is a real focus area for Beck based on our culture survey given to staff last year. Many of the comments staff made and scores were taken very seriously by administration and are addressed regularly with campus leadership and staff as a whole. Many of our new initiatives have been as a result of this survey and wanting the very best for our staff and students. A climate of communication, compassion and compromise is our goal and we are working diligently on a daily basis to provide this for our staff and encourage them to do the same. Problems are first addressed by the department and then taken up the chain of command before it ever comes to the office. This has been highly effective at the beginning of the year while trying to balance classes and ensure proper staffing is where it is needed.

## Perceptions Strengths

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Based on the results of our Beck Culture and Climate survey, there are areas that staff have expressed need to be improved. **Root Cause:** Lack of clarity as to who to speak to about campus issues, faculty leadership feeling left out of the loop, faculty members feeling that things should be handled in a more direct and clear way.



# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## **Employee Data**

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

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

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

**Performance Objective 1:** The Beck ELA department will participate in Jennifer Serravallo's Writing Conferences book study and implement ideas shared in the book in their classrooms

**Evaluation Data Source(s) 1:** Department book study notes, lesson plans, observations

**Summative Evaluation 1:** Met Performance Objective

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

**Performance Objective 2:** 8th grade GT students will participate in creating a medical escape room which they will present at a state leadership conference

**Evaluation Data Source(s) 2:** Session notes, meeting notes, participant evaluations

**Summative Evaluation 2:** Exceeded Performance Objective

**Goal 2: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.**

**Performance Objective 1:** Four informal formative culture and climate questionnaires will be given to staff for feedback throughout the year.

**Evaluation Data Source(s) 1:** Survey data

**Summative Evaluation 1:** Met Performance Objective

**Goal 2:** Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

**Performance Objective 2:** Beck will develop and utilize a Chain of Command chart with all staff

**Evaluation Data Source(s) 2:** Department Chair notes, verbal feedback, formative culture and climate surveys

**Summative Evaluation 2:** Met Performance Objective

**Targeted or ESF High Priority**

### **Goal 3: Katy ISD will actively support the emotional well-being of all learners.**

**Performance Objective 1:** Beck Junior High will initiate and communicate the implementation of the Character Strong program.

**Evaluation Data Source(s) 1:** Observations, lesson plans, teacher and student feedback, discipline data and counselor data

**Summative Evaluation 1:** Met Performance Objective

**Targeted or ESF High Priority**

**Goal 3:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 2:** The Beck Counseling staff will reinstate our school Mentoring Program

**Evaluation Data Source(s) 2:** Meeting notes, list of staff mentors and students, discipline data, attendance data, and counselor notes

**Summative Evaluation 2:** Met Performance Objective

# Addendums



**Texas Education Agency**  
**2019 Accountability Ratings Overall Summary**  
**RODGER & ELLEN BECK J H (101914046) - KATY ISD**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		96	A
<b>Student Achievement</b>		94	A
<a href="#">STAAR Performance</a>	76	94	
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>		92	A
<a href="#">Academic Growth</a>	83	92	A
<a href="#">Relative Performance (Eco Dis: 19.8%)</a>	76	90	A
<a href="#">Closing the Gaps</a>	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