

Katy Independent School District
Bethke Elementary
2019-2020 Campus Improvement Plan



Mission Statement

Bethke Elementary, in partnership with the community, parents and students, will provide a safe, positive, engaging learning environment that is devoted to continuous improvement that encourages and empowers each student to become a collaborative, productive, responsible, respectful citizen while achieving academic success.

Vision

Building a Legacy!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Catherine Bethke Elementary (CBE) is located in the Ventana Lakes Subdivision in Katy, Texas and serves students in Kindergarten through Fifth grades from various and diverse backgrounds. CBE opened as a new campus in the fall of 2016 with an initial enrollment of approximately 640 students, and later grew to over 1,400 students this past school year. Due to the rapid growth in the CBE zone, CBE is one of the fastest growing elementary campuses in Katy ISD. The current enrollment of CBE is just over 1,100 students after being relieved from district rezoning and a new elementary campus opening this fall. CBE has a staff of approximately 130 members, with 11 staff members being new to the campus this year.

The current ethnic make-up of CBE consists of 42.53% Hispanic, followed by 26.88% White, 14.39% Black or African American, 10.05% Asian, 0% Native American/Alaskan Native and 5.52% two or more races. Catherine Bethke Elementary's student groups consist of 40.5% Economically Disadvantaged, 24.6% At Risk, 19.9% Limited English Proficiency (LEP), 18.7 % English as a Second Language (ESL), 14% Special Education and 1.6% Gifted/Talented (GT).

At the beginning of the 2018 - 2019 school year, 41.5% of our students were economically disadvantaged, 16.1% were second language learners and 13.1% were served under Special Education. Bethke also had a 41.3% At-Risk population and 1.6% were identified as Gifted/Talented. The population of Bethke consisted of the following ethnicities and races in the fall of 2018: Asian: 7.02%, Black/African America: 18.58%, Hispanic: 42.37%, Two or More Races: 4.31% and White: 27.34%.

During the 2017-2018 school year, 43.1% of our students were Economically Disadvantaged, 22.5% ESL, 17% were identified as student needing Special Education services, 56% At-Risk, and 1.1% Gifted/Talented. During this same academic year the student population was 43.8% Hispanic, 28.5% White, 15.5% Black/African American, 7.29% White, 4.24% Two or More Races and 0% Native American/Alaskan Native.

When CBE opened in August 2016, we welcomed highly qualified educators from other Katy ISD campuses, out of district, and out of state. We continue to strive to welcome highly qualified educators as we grow over time. Our school believes that employing talented staff is essential for student academic growth. Our teachers attend professional development collaborative sessions throughout the summer and during the school year. Professional development is based upon the needs identified in this improvement plan. Collaborative sessions/trainings are provided by our own educators, instructional coaches, campus administration, district level specialists, and out of district conferences/workshops. In addition to professional development, weekly grade level collaboratives/planning and long range planning/trainings will reinforce what educators are learning. Our new staff members are mentored by several campus master teachers weekly through collaborative conversations and modeling.

Demographics Strengths

Bethke has a diverse population that is drastically growing. Academic Support, ESOL and classroom teachers provide intervention during Extended Learning Time to students who are found to be performing below grade-level expectations. Students needs are met through strong first teach, small group instruction, and push-in/pull-out intervention. The majority of the grade level educators are ESL certified. Grade level collaboratives/planning strengthen instruction through conversations about student misconceptions on various concepts and curriculum scope/sequence pacing. Our Connected Learner technology staff development opportunities have helped our staff become more adept to using technology as a resource during our lesson planning.

Strengths:

Bethke Elementary has many strengths. Some of the most notable demographic strengths include:

1. Our new families have moved into our Bethke attendance zone due to Katy ISD's reputation. Our families value education and are committed to their student's success.
2. Our parents are excited about partnering with our school. Parent Teacher Association has many new members.
3. With the increasing diversity among our student population and large special education population, Bethke is reflective of society as a whole. Our students develop life-long skills and an ability to collaborate with peers with various backgrounds. We believe we are equipping young learners to collaborate with all kinds of people. We find that Bethke Elementary students are accepting of new students regardless of race, ethnicity and needs.

Some of Bethke Elementary's notable strengths for staff quality include:

Grade level Collaboratives strengthen instruction through weekly planning with our Instructional Coaches and Administrative Team

Grade level educators conduct a long range planning with our Instructional Coaches three times a year to strengthen our curriculum scope and sequence

Instructional support staff members work with all teachers, through planning/data conversations/kid chats to best meet the needs of all learners

Administrative walk-throughs occur throughout the year for every teacher

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus has 14% of students identified as needing special education services. We are working to increase instructional effectiveness with this student population. **Root Cause:** There are more students joining our campus in need of special services and more students qualifying for these services. These students are performing lower than our general education students.

Problem Statement 2: We have near 20% of our students who are Limited English Proficient, indicating the need for instructional strategies that go beyond the verbal delivery. We believe our percentage would be higher if students had not denied bilingual services coming from their previous campus. **Root Cause:** Our state and district are increasingly becoming more diverse which has an impact on our campus

Problem Statement 3: Approximately 40% of the Bethke student population are considered at-risk. This is above the district average. Four out of every ten students has one or more characteristics affiliated with increased chance of drop out. We are responsible for mitigating the effects of these characteristics.

Root Cause: Our at-risk population of students continues to increase.

Student Academic Achievement

Student Academic Achievement Summary

Student Academic Achievement Summary

Bethke Elementary earned a 2018-19 rating of recognized performance which is an overall B (85/100).

Student Academic Achievement STAAR 2019 Data

	Approach Grade Level	Meet Grade Level	Master Grade Level
District (Katy ISD)	90%	69%	41%
Bethke	83%	49%	24%
CBE Reading	85%	50%	26%
CBE Math	85%	52%	27%
CBE Science	80%	52%	19%
CBE Writing	75%	37%	10%

Academic Growth

	Bethke	District
	77%	76%
Reading	78%	74%
Math	76%	79%

Bethke earned a rating of exemplary work in the closing the gaps domain. We met 90% of our grade level performance targets. Our Asian student group did not meet the target performance goal. We are targeting this student group for improved performance. The Asian sub pop target was 74% for ELA/Reading meets grade level or above and this sub pop scored 55%. Our Asian Math target was 82% and our students scored 66%. As a campus all of our student groups met the established target for academic growth. Our English Language Learners met the English Language Proficiency goal. 83% of our student groups met the established STAAR student achievement performance goal.

Student Academic Achievement Strengths

Our teachers continuously plan differentiated instruction and collaborate to ensure our resources are leveraged to facilitate student growth. They regularly design rigorously aligned common assessments and analyze resulting student performance data. This classroom data is utilized to implement specific intervention/remediation/extension lessons and provide our learners meaningful feedback. During Extended Learning Time, students are flexibly grouped so that differentiated instruction and intervention could be provided. Our 2019 STAAR data substantiates that our continuous efforts are positively impacting our students. Additional intervention was offered during before school tutorials for students needing Tier III intervention during Extended Learning Time, as well as intervention in another content area. We earned a B for recognized school progress and an A for closing the gaps.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: STAAR data indicates that our Math performance needs to increase. Our All Students group scored 4% lower at the Approaches Grade Level, 8% lower at the Meets Grade Level, and remained the same at the Masters Grade level. Six of our sub populations did show growth of 1-2% at the Masters level. **Root Cause:** Our students have a wide variety of prior math skill academic gaps which impacts direct teach instruction. Teachers need more training in effective small group math instruction and to assign specific skill based lesson on Dream Box to help us address skill based issues.

Problem Statement 2: 2019 STAAR data reveals that we are making strides with our Special Education students although they still are scoring significantly below all other student groups in all subject areas. **Root Cause:** Root causes include lack of time for effective communication between SPED staff and general education teachers. It is important to target interventions for specific gaps in student learning.

Problem Statement 3: Bethke LEP students in grades 3rd/4th/5th scored between 5-11% lower at the Approaches level, 7-19% lower at the Meets, and 6-13% lower at Masters Grade Level on the reading STAAR test. **Root Cause:** At-risk factors limit our students' background knowledge, and many lack reading models at home. Some students may not be completing I-Station assessments and lessons, therefore may be lacking in basic decoding skills.

School Processes & Programs

School Processes & Programs Summary

Bethke Elementary has goals that are in alignment with the focus areas of Katy ISD. The master schedule has been arranged to allow for maximum instruction time. Teachers have opportunity to share ideas and plan together through the use of common planning times, PLC meetings and opportunities for leave for long-range planning.

Bethke Elementary has highly dedicated and professional teachers that have been highly recruited. We are adding staff due to increased student numbers. All of our staff members are highly qualified, collaborative professionals and are student centered.

Each one of the classrooms at Bethke is equipped with a SMART Board, at least 2 computers and 4 ipads. Additional desktops are in the primary grades and net-books are in the upper grades. Teachers and students have access to the computer lab, printers, and the availability to check-out additional technology from the library.

Bethke Elementary follows the TEKS and Curriculum and Instruction guidance from Katy ISD. Our teachers have attended training and receive resources to support this effort. An emphasis on student choice and voice will be apparent throughout our building.

Parents, teachers, and students take pride in their school and the school's reputation of success. Bethke Elementary was able to rapidly build a robust school community within the first year of operation which has expanded each year of enrollment. Results from a recent community survey indicate that Bethke Elementary is successful at meeting the academic and social needs of the students that are served. Bethke Elementary's commitment is to keep students at the center of all actions and decisions.

School Processes & Programs Strengths

Teachers maintain a focus on student learning and find ways to intervene if students are not achieving success. We have systems in place to monitor progress and determine appropriate intervention strategies as necessary.

Vertical teams were established which increased the communication and efficiency of our staff members. Teachers are provided the opportunity to observe colleagues in an area that they would like to grow professionally. Each grade level is also given the opportunity to visit other grade level classrooms to provide positive feedback. All of these opportunities provide teachers with take away ideas to implement in their classroom which will positively impact their learning environment.

Professional Development Rotations (PDR) sessions are scheduled monthly and topics presented are in direct relation to items we identified as areas of growth on campus needs assessment.

Positive Behavior Intervention and Support (PBIS) is utilized across the campus to positively reinforce expectations and behavior. These expectations are established for all settings and explicitly taught which are then routinely reinforced throughout the year. Students receive Bison Bucks for exhibiting expected behavior which can be used to purchase a positive award of choice.

Bison Time was established in January 2017 to provide opportunities for Bethke learners to collaborate with peers to enhance and develop their skills. Students in grades k-2 have enrichment time dedicated to exploration, engagement and excitement. Grades 3-5 are assigned to clusters based on student individual interest to develop creative products or services and decide how they will use this time to impact the surrounding community. Each group meets for an hour each Friday over a ten week period of time.

Safety drills are performed frequently and efficiently.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Ensure our special education population are receiving targeted accelerated instruction to fill learning gaps. **Root Cause:** Additional training is needed to identify specific learning needs of students and match those with the proper interventions with fidelity.

Problem Statement 2: We have been identified as a an Additional Targeted Support Campus due to the performance of our Asian students not meeting performance targets. **Root Cause:** Additional ESL strategies and focus on enrichment for all students groups need to be improved.

Perceptions

Perceptions Summary

Bethke Elementary just completed it's third academic year. The campus is a in a high growth area within the school district. The campus is located in the Ventana Lakes Subdivision and the majority of the student population is represented by the neighborhoods surrounding the school. With the opening of Elyson and other new developments, Bethke's enrollment has continued to climb. The parents, community and staff continue to be excited about the growth and new school community being created with the opening of the new junior high and high schools just across the street from Bethke Elementary.

The PTA continues to strengthen as well as the school's volunteers. Bethke Elementary volunteer hours exceeded over 10,000 hours with over 120 volunteers during the 2019 – 2020 school year. The PTA has almost tripled it's membership since the fall of 2016.

Bethke Elementary created a rich learning environment for the students that are served through a focus on voice and choice within the classroom. The campus also created a new student enrichment model referred to as Bison Time which also provided the students and teachers choice. Most teachers have incorporated some type of flexible seating and flexible work spaces in their classrooms. Our teachers, staff and students have learned to utilize the vast amount of flexible learning spaces within building.

The staff and PTA continue to have socials and spirit nights to build relationships among the school community. Various committees have been established and student round table groups continue to provide student voice on campus.

Bethke Elementary has established a variety of ways for parents and community involvement. Parents and Volunteers are encouraged to help in our Volunteer Center as well as by helping individual teachers as requested. Principal Coffee's will continue to provide families and community members a forum to discuss questions or concerns. Evening events are scheduled throughout the school year to provide the parents time to visit the campus outside their work schedules.

In 2018 students in 3rd, 4th and 5th grade are given opportunities to become student leaders in a variety of areas.

Perceptions Strengths

The May 2017 and 2018 workplace survey showed that employees at Bethke feel valued and feel they have ownership of their workplace and classrooms. The 2018-2019 survey showed a drop in these results. This might be partially attributed to the over-crowding at the school and the additional pressure placed by the Leadership Team on data and academic discussions. These results will be discussed and actions taken.

The campus staff and leadership provide a variety of ways for our students, staff and parents to be apart the learning community and engage as well as invest in our students.

Numerous community events such as Spirit Nights and Legacy Nights have been held with high attendance from our community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A systematic way of expressing suggestions for staff, parents and students should be in place to allow for complete collaboration with the community. **Root Cause:** Scheduled surveys should be provided, and examined. Teachers should be encouraged to survey their own parents and students. Parents should be given an easy way to appreciate staff members for their efforts.

Problem Statement 2: The OHI survey results show less satisfaction and lower morale. **Root Cause:** This could be attributed to higher enrollment, creating overcrowded classrooms, as well as a change in district leadership and a community disruption.

Priority Problem Statements

Problem Statement 1: Our campus has 14% of students identified as needing special education services. We are working to increase instructional effectiveness with this student population.

Root Cause 1: There are more students joining our campus in need of special services and more students qualifying for these services. These students are performing lower than our general education students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We have near 20% of our students who are Limited English Proficient, indicating the need for instructional strategies that go beyond the verbal delivery. We believe our percentage would be higher if students had not denied bilingual services coming from their previous campus.

Root Cause 2: Our state and district are increasingly becoming more diverse which has an impact on our campus

Problem Statement 2 Areas: Demographics

Problem Statement 3: 2019 STAAR data reveals that we are making strides with our Special Education students although they still are scoring significantly below all other student groups in all subject areas.

Root Cause 3: Root causes include lack of time for effective communication between SPED staff and general education teachers. It is important to target interventions for specific gaps in student learning.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Bethke LEP students in grades 3rd/4th/5th scored between 5-11% lower at the Approaches level, 7-19% lower at the Meets, and 6-13% lower at Masters Grade Level on the reading STAAR test.

Root Cause 4: At-risk factors limit our students' background knowledge, and many lack reading models at home. Some students may not be completing I-Station assessments and lessons, therefore may be lacking in basic decoding skills.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: A systematic way of expressing suggestions for staff, parents and students should be in place to allow for complete collaboration with the community.

Root Cause 5: Scheduled surveys should be provided, and examined. Teachers should be encouraged to survey their own parents and students. Parents should be given an easy way to appreciate staff members for their efforts.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: STAAR data indicates that our Math performance needs to increase. Our All Students group scored 4% lower at the Approaches Grade Level, 8% lower at the Meets Grade Level, and remained the same at the Masters Grade level. Six of our sub populations did show growth of 1-2% at the Masters level.

Root Cause 6: Our students have a wide variety of prior math skill academic gaps which impacts direct teach instruction. Teachers need more training in effective small group math instruction and to assign specific skill based lesson on Dream Box to help us address skill based issues.

Problem Statement 6 Areas: Student Academic Achievement

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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

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
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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

Performance Objective 1: At CBE we will work to close gaps among all sub-populations, ensuring that all groups meet targets by the end of the 2019-2020 school year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) We will review data 4 times per year and include an analysis of student groups to ensure we are meeting their needs. If progress is not being made, additional supports will be provided.	Admin Team, Instructional Coaches	Through these data conferences, student interventions will be modified to ensure students are making growth.				
2) We will utilize the differentiated strategies from Meredith Alvaro and Science Academy trainings to accommodate all levels of learning in the classrooms. In addition, targeted ESL students will participate in after school extended day support. (Education Galaxy and Science Academy) This will target science, reading and writing skills.	4th and 5th grade teachers, ESL, Instructional Coaches	Scores in each sub population will increase to 90%.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
3) We will maximize the impact on instruction by utilizing effective co-teach strategies and a collaboratively planning process. Special Ed Teachers will target instruction during ELT Time to be sure deficits are addressed. IPI's for special ed students not meeting standards on STAAR will be written, implemented and monitored.	Admin Team, Instructional coaches and staff	A streamlined planning process will ensure individualized needs are addressed through collaborative teaching.				
4) Whole Brain Teaching expectations were presented and practiced at the beginning of the year. Teachers will utilize the top 4 strategies presented throughout the year across the school. -5 rules -Mirrors -Teach/Okay -Class/yes	Classroom teachers, all staff	Create a cohesive and united school management along with more engaged teaching strategies.				


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

Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Various committees and vertical teams will be meet to refine campus assessment practices. Data will examined to determine how teaching is being impacted by our assessment practices. These groups will meet throughout the year (monthly or bi-monthly) to review norms and expectation and provide input and suggestions.

Evaluation Data Source(s) 1: Agendas and minutes from each committee and vertical team meeting will be collected and examined to determine input and changes to be made, if any.

Summative Evaluation 1:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Committees will be focused on data with the purpose of school improvement. Practices and Shared Agreements will be examined and refined throughout committee meetings. Most will meet monthly, some bi-monthly and notes will be shared on the campus drive. Current Committees include: *PBIS *Safety *Math/Science Vertical *ELA/SS Vertical *Sunshine Committee *Teachers Observing Teachers *Bison Time *Read Deed Run *Garden Committee *Team Leader	Administrators , Instructional Coaches, Counselors, Instructional Coordinator	Minutes and agendas from each meeting will be submitted and reviewed. Changes based on shared agreements will be made and communicated throughout the staff. Surveys throughout the year will be collected to determine future strategies/goals.				
						

Goal 3: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Bethke Elementary in partnership with our parents and community will continue to develop a PTA and create unique opportunities for parents and community members to support the learners at Bethke Elementary.

Evaluation Data Source(s) 1: Volunteer hours and surveys will be collected throughout the school year to determine the effectiveness of our PTA efforts. In addition, Principal Coffee meetings will be held to gain feedback.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Maintain and recruit parents to participate in PTA activities and volunteer activities including: WATCH Dogs Read-Deed-Run Small Group Reading Helpers Parent/Principal Coffees (4) Communicate about these activities and efforts through weekly SMORE newsletters, team newsletters, and individual teacher communication.	Administrators, Members	Monthly Board meetings will be held and other timelines will be met in conjunction with PTA guidelines. Surveys and volunteer hours will be collected to determine areas for celebration and growth.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						


Goal 4: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Bethke will decrease our number of discipline concerns during the 2019-2020 school year.

Evaluation Data Source(s) 1: discipline dashboard

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) All staff will use campus-wide PBIS for all common areas and Bethke will create specific modeling/training times with students. In addition, morning meetings will be held daily to allow students to share concerns and celebrations, building a classroom community	All Teachers, Administrators, Instructional Coaches, Counselors, Instructional Coordinator	Classes will use weekly targeted PBIS focus (on staff calendar) as a springboard for class discussions. Each matrix will be presented/modeled on live morning announcements. Student survey used to determine effectiveness of K-2 and 3-5 reward system. Use of full-time LSSP included in all Behavior RTI Collaboratives. Morning meeting strategies will be shared and modeled for teachers.				
TEA Priorities Recruit, support, retain teachers and principals 2) 1. Team Leaders and the administrative team will participate in a book study on the text "Culturize" by Jimmy Casas. Monthly meetings will share ways to increase morale and staff buy-in.	Team Leader Agendas, Administrators, Counselors, Team Leaders	It is expected by the collective sharing of this material, campus morale and collaboration will increase.				



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

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	We will review data 4 times per year and include an analysis of student groups to ensure we are meeting their needs. If progress is not being made, additional supports will be provided.

State Compensatory

Personnel for Bethke Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barrett Ross	Teacher	Academic Support	1
Melody Clark	Teacher	Academic Support	1

2019-2020 Campus Advisory Council

Committee Role	Name	Position
Administrator	Carrie Lowery	Principal
Administrator	Andy Fruge	Assistant Principal
Administrator	Kelley Carr	Assistant Principal
Non-classroom Professional	Ashley Beierle	Instructional Coach
Classroom Teacher	Dana Stavinoha	Special Ed Teacher
Classroom Teacher	Cynthia Darden	Teacher
Classroom Teacher	Cynthia Sample	5th Grade Teacher
Classroom Teacher	Tiffany Smith	Kinder Teacher
Classroom Teacher	Lisa Bobbitt	Special Ed Teacher
Classroom Teacher	Jennifer Jenkins	3rd Grade Teacher
Parent	Lauren Weaver	Parent
Business Representative	Tim Brouillette	Business Representative
Parent	Lorena Ramirez	Parent
Parent	Craig Williams	Parent
Parent	Bessy Wood	Parent
Parent	Heather Tolleson	Parent
Parent	Reginald Lewis	Parent
Non-classroom Professional	Heather Gower	Instructional Coach
Non-classroom Professional	Kelly Johnston	Instructional Coach
Non-classroom Professional	Tani Johnson	Counselor
Non-classroom Professional	Jennifer Walsdorf	Counselor
Business Representative	Amanda Baca	ChickFilA Operator

Addendums

**Texas Education Agency
2019 Accountability Ratings Overall Summary
BETHKE EL (101914141) - KATY ISD**

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		85	B
Student Achievement		79	C
STAAR Performance	52	79	
College, Career and Military Readiness Graduation Rate			
School Progress		83	B
Academic Growth	77	83	B
Relative Performance (Eco Dis: 38.4%)	52	72	C
Closing the Gaps	95	90	A

Identification of Schools for Improvement

This campus is identified for additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned