

**Katy Independent School District
Beckendorff Junior High School
2024-2025 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 16 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).

Student Learning

Student Learning 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 2023-24 school year.

- ***Masters Grade Level:*** Beckendorff Junior High averaged **61%**.
- ***Meets Grade Level:*** Beckendorff Junior High averaged **85%**.
- ***Approaches Grade Level:*** Beckendorff Junior High averaged **94%** overall.
- ***Did not Meet Grade Level:*** Beckendorff Junior High has a very low percentage of 6% of students not meeting grade level.

Beckendorff JH also received distinctions in **(5 of 7)** designations.

- ***Student Achievement in ELA/Reading***
- ***Student Achievement in Mathematics***
- ***Comparative Academic Growth***
- ***Relative Performance***
- ***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.

All subjects maintained performance levels from 2023 to 2024.

Overall comparison of 2023 scores indicates areas of strength as well as areas needing attention and targeted intervention at Beckendorff Junior High.

Analysis of scores by sub-populations indicate that, as a group, African-American students performed lowest on reading and mathematics, followed by Hispanic students. These will be significant focus areas for 24-25.

Student Learning Strengths

Academic strengths at Beckendorff Junior High are evident across the academic areas. Overall, BDJH students scored an average of 85% 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 Learning Needs

Problem Statement 1: Address lagging academic performance of sub-populations. **Root Cause:** Lack of early intervention; needed professional development and an increased need of data analysis as a part reteaching efforts.

Problem Statement 2: Student data for all core content areas continues to show some degree of learning loss. **Root Cause:** Student performance has continued to suffer due to a variety of factors exasperated by COVID 19.

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 and emphasis on a backward design of instructional implementation.

Studying and implementing differentiation strategies to address learning loss in response to COVID-19.

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. MTSS 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) 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 fourth 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. Additionally, a leadership group has been established comprised of teachers who aspire to various leadership positions. Opportunities to work on campus events, engage in mock interviews, book studies and roundtables are extended to this group.

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.

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. Targeted pull-out tutorials are held during Advisory as a strategy to close the educational gap among our students. 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 [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 emphasizes 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. In addition, technology has been made available for at-home use to students who request it as a response to the movement to an online/virtual environment due to COVID-19.

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 MTSS process
4. Reading and math intervention courses
5. Targeted tutorials during the school day
6. Character building programs and events

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** to students for character education, finances for school initiatives, and support for teachers.
- Junior Achievement – Parents and community members serve as teachers for a day.
- 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 2018-19
- Bi-weekly newsletter from the administration with important reminders

The effective use of Collaborative Teaming and common planning times for teachers during the contract day is a strength at BJDH. 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 BJDH 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: Academic concerns can often be thought of as a student's primary need when in fact social and emotional issues may be the primary contributing factor. **Root Cause:** Family, school, and community pressure, along with loss of social skills post-pandemic, can often manifest itself in behavioral and emotional problems.

Problem Statement 3: 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 counterproductive. 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.

Perceptions

Perceptions Summary

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. In 2023-2024, an increased emphasis will be focused on building a "Culture of Community" both within the classrooms and among the staff.

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The learning community easily places such emphasis on the highest and lowest performing students, which often results in the average student being overlooked and/or underserved. **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.

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 goals
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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

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: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Performance Objective 1: The focus of BDJH administration and staff is to proactively implement strategies that positively impact student behavior. This multi pronged focus includes the use of positive reinforcement of behaviors through PBIS, additional training for teaching staff on de-escalation strategies, a clear disciplinary framework which includes a level system to help teacher navigate behavioral issues they may encounter, a deeper focus student engagement in the classroom, and a fair, firm and consistent framework for addressing disciplinary issues.

Evaluation Data Sources: PEIMS data, PBIS data

Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Performance Objective 2: Provide a character lesson once a week to all students through social studies.

Evaluation Data Sources: Student and staff surveys. Lessons plans.

Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Performance Objective 3: BDJH is committed to reinforcing positive behavior through the implementation of PBIS and student of the moth.

Evaluation Data Sources: PBIS record data including points awarded; opportunities to celebrate students who exhibit positive behaviors.

Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.






Performance Objective 4: Attendance will be incentivized through the offering of a perfect attendance party each six weeks.

Evaluation Data Sources: Attendance Data

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: 90% of teachers focus on increasing the rigor and depth of instruction through utilizing the Fundamental 5 framework for classroom instruction.

Evaluation Data Sources: Walk-throughs and learning walks are conducted by administration, instructional coaches as well as counselors and other support staff.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will be trained on understanding what true differentiation looks like and will be provided useable strategies that they can implement in the classroom . Goals for teachers include: understanding the fundamentals of meeting the specific needs of students by designing engaging learning experiences for students including methods for facilitating purposeful talk opportunities for students, , providing opportunities for students to engage in critical writing, and the use of data to drive specific instructional needs. Strategy's Expected Result/Impact: Student achievement in core content classes will increase as measured by report cards, district level assessments, STAAR scores. Staff Responsible for Monitoring: Administration, Instructional coaches Title I: 2.4, 2.5, 2.6		Formative			Summative
		Oct	Jan	Apr	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: 60% of teachers will be observed facilitating student driven purposeful talk or conferring with students.

Evaluation Data Sources: Walkthrough data

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.







Performance Objective 3: 90% of teachers will be observed in the "Power Zone" (per Fundamental 5)

Evaluation Data Sources: Walkthrough data

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: All emergent bilingual students (English learners) with parent approval for ESL program participation minimally receive English Language Arts and Reading (ELAR) instruction by teachers who are certified in ESL, along with ELAR certification for the appropriate grade level(s). Highly encourage ELAR teachers who are uncertified to take advantage of the reimbursement opportunity available to add add ESL to their certifications.

Evaluation Data Sources: SBEC records, OOL records.

Strategy 1 Details	Reviews			
Strategy 1: BDJH will provide multiple avenues to address loss of learning for students meeting HB 1416 criteria by creating learning opportunities both during and outside the school day. Strategy's Expected Result/Impact: Data will reveal that students have successfully achieved growth from the previous year. Staff Responsible for Monitoring: Campus principal, assistant principals, counseling staff, instructional coaches, teaching staff	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: BDJH will hire additional teaching staff to address loss of learning. Strategy's Expected Result/Impact: Additional teaching staff will allow for smaller class sizes and more individualized instructional opportunities. Staff Responsible for Monitoring: Campus principal	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

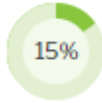
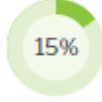




Performance Objective 5: BDJH will provide targeted, ongoing, professional development for teachers who service the ESL population. This is of particular emphasis with the addition of a Newcomer population to the BDJH campus.

Evaluation Data Sources: During PLC meetings, team members will purposefully incorporate researched based instructional strategies designed to impact English Language Learners.

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health.

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administrators Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. Staff Responsible for Monitoring: Administrators Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 7: Increase the number of students participating in the campus Coordinated Health Program.

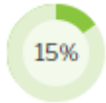




Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administrators Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div>15%</div>			
Strategy 2 Details	Reviews			
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	Oct	Jan	Apr	June
	<div><div></div>15%</div>			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 3: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

Performance Objective 1: Teachers are informed of the English language proficiency levels of the emergent bilingual students (English learners) in their classrooms, and Professional Learning Communities actively utilize the ELPS to provide meaningful opportunities for ELs to develop social and academic English proficiency in listening, speaking, reading and writing. BDJH will provide targeted, ongoing, professional development for teachers who service the ESL population. This is of particular emphasis with the addition of a Newcomer population to the BDJH campus.






Evaluation Data Sources: PLC agendas, meeting minutes, increased use of ELL teaching strategies observed in administrative classroom observation, providing purposeful opportunities for emergent bilingual student s to meaningfully participate in all areas of student life.

Strategy 1 Details	Reviews			
Strategy 1: To build capacity with the teachers that service the ESL population. This will be done by providing targeted, ongoing, professional development Strategy's Expected Result/Impact: Efforts will result in an increase by 2% in Reading - Meets Grade Level or Above. Staff Responsible for Monitoring: Campus principal, assistant principals, instructional coaches, district ESL staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

Performance Objective 2: Teachers of emergent bilingual students (English learners) participate in professional development that addresses instruction that is sheltered and culturally responsive.

Evaluation Data Sources: Lesson plans, administrative observation.

Strategy 1 Details	Reviews			
Strategy 1: Emphasis will be placed during lesson design on incorporating strategies designed to assist English Language Learners. Strategy's Expected Result/Impact: ELL scores will increase by 2% in Reading - Meets Grade Level or Above. Staff Responsible for Monitoring: Campus administration, instructional coaches, department chairs. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

Performance Objective 3: Provide family engagement (parent and child together) activities for families of emergent bilingual students (English learners) that is supplemental to the services provided to all families.

Evaluation Data Sources: Increased outreach directed to parents of other language learners in the form of electronic contact, opportunities for parental involvement through an "open house" available to parents of ESL students.

Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: The Office of School Improvement will create and communicate a continuous improvement planning model with three checkpoints for each campus, to be implemented throughout the 2023-2024 school year.

Evaluation Data Sources: Memorandums, professional development opportunities directed to campus.

Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 2: The District will foster efficacy of the assessment cycle where teams use data protocols to design purposeful instruction.

Evaluation Data Sources: Local Assessment calendar, professional development calendar, district protocols

Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 3: KISD will Analyze district and campus level assessments, both informal and formal, to identify opportunities and create professional learning that connects assessments to purposeful instruction.

Evaluation Data Sources: Data reviews, formal and informal assessments

Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 4: BDJH uses research based backward design strategies in developing assessments. Instructional Coaches and administration are active participants in the PLC process, which includes both test development and data mining to determine both student performance/ progress and the robustness of each assessment.

Evaluation Data Sources: assessments, PLC notes

Goal 5: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Performance Objective 1: The District will define a proficiency standard for all stakeholders and establish a training pathway for digital and security best practices.

Evaluation Data Sources: Proficiency standard established

Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: .Campus Culture and Climate: Beckendorff Junior High will attract, retain, and support high quality staff members to optimize their impact on student learning and while creating a culture of community, and high morale on campus. By May of 2025, the School Management pillar on the Culture and Climate survey will be at 8 or above.

Evaluation Data Sources: survey data

Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 2: Campus administration will work to build capacity and morale in its staff by providing high quality professional development, opportunities for leadership learning and growth, along with opportunities to engage staff through social activities designed to foster a sense of community.

Evaluation Data Sources: Agendas, PD sign in sheets, Morale Magic.

Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 3: BDJH administration will host a monthly 'Aspiring Leaders' group meeting which will include such topics as resume building, interviewing skills, shadowing opportunities, networking, etc.

Evaluation Data Sources: sign in sheets, agendas

Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 4: BDJH has a Sunshine Committee that is responsible for planning and organizing social events both on campus and off campus providing opportunities for staff to connect and build morale.

Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 5: BDJH will give staff members opportunities to serve on campus based committees such as PBIS, Sunshine, One to One, Discipline, and the like. These committees will meet monthly to review data, implement new ideas for behavior incentives, campus policies and procedures, and discuss other ways to address student behavior in a positive manner.

Evaluation Data Sources: Agendas, Survey feedback

Goal 7: Strategic Design Goal 7: Katy ISD will continually identify, address, and communicate the ongoing challenges in the public school finance system.

Performance Objective 1: KISD will build awareness in all stakeholders around the current state finance system and its limitations for local control.

Evaluation Data Sources: Community and stakeholder knowledge

Goal 8: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: The District will identify existing parent and community engagement programs at campuses and district level, and explore opportunities to involve a greater number of stakeholders on/at campuses that have lower engagement rates.

High Priority

Evaluation Data Sources: Programs identified and listed; engagement rates, survey data

Goal 8: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 2: Evaluate and revise existing campus community partnership structures.

Evaluation Data Sources: Revision of community partnerships as necessary

Goal 8: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 3: The District will advance Katy ISD staff into enthusiastic, well-informed advocates for the district's community engagement programs.

Evaluation Data Sources: Clear understanding of community engagement programs

Goal 9: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

State Compensatory

Budget for Beckendorff Junior High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Instructional support for Math and ELAR provided to students identified as academically at risk via HB 4545

Personnel for Beckendorff Junior High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Chance Rathke	Teacher-ESSER	1
Ellene Polidore	Teacher-ESSER	1