

Katy Independent School District
Beck Junior High School
2024-2025 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 excellence, responsibility, and lifelong independent and collaborative learning in order to ready our students to become the creators of the future.

Vision

Our Vision

Cultivating the Future

Value Statement

Relationships. Engagement. Excellence.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Beck Junior High is located at the corner of Mason Road and Fry Road in Katy ISD. Beck Junior High is a diverse campus demographically and is growing in this diversity each year. Our student population consists of 13.79% Asian students, 7.21% African American students, 29.70% Hispanic students, 5.56% Two or more races students, and 43.42% White students. The economically disadvantage population is 30.6%, at-risk population 32.68%, Limited English Proficiency is 18.4%, special education population is 14.4%, ESL 15.67%, and the GT enrollment is 15.36%. The attendance rate for Beck Junior High is 96.06%.

This student population in total is 1,276 children from our community. Our parents are actively engaged with the school and we have a very active PTA. Our staff is also diverse and aimed at being representative of our student population.

Demographics Strengths

Many families move into our area for the schools and special programs to best meet the needs of their student. With increasing diversity among our student population, BJH has become more reflective of the community and the needs of the whole child. We believe we are creating and preparing our future leaders. In addition, our campus attendance rate is consistently above the expected level.

Our demographic strengths include our rich diversity, high performing students, knowledgeable staff and our active parent engagement. Teachers are quick to adapt to student needs and a variety of challenges that face them yearly. Every stakeholder at Beck Junior High works as a team and family to support each other and ensure that our students are successful both in and out of the classroom.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increased enrollment of students identified as economically disadvantage and ESL of which are performing below their peers. **Root Cause:** Teachers and parents being equipped with the skills of connecting with and teaching at-risk and ESL students.

Student Learning

Student Learning Summary

Beck Junior High has continuously scored above the district and state averages on state testing.

For the 2023-2024 school year the Grade distribution is as follows:

- A's- 53.67%
- B's- 25.07%
- C's- 7.08%
- D's- 5.92%
- F's- 7.54%

Results from 2024 STAAR testing showed the following:

- 6th grade reading: 91% Approaches Grade Level, 83% Meets Grade Level and 53% Masters Grade Level.
- 6th grade math: 91% Approaches Grade Level, 72% Meets Grade Level and 39% Masters Grade Level.
- 7th Grade Reading: 91% Approaches Grade Level, 81% Meets Grade Level and 61% Masters Grade Level.
- 7th Grade Math: 76% Approaches Grade Level, 63% Meets Grade Level and 14% Masters Grade Level.
- 8th Grade Reading: 91% Approaches Grade Level, 77% Meets Grade Level and 54% Masters Grade Level.
- 8th Grade Math: 92% Approaches Grade Level, 82% Meets Grade Level and 47% Masters Grade Level.
- 8th Grade Science: 88% Approaches Grade Level, 77% Meets Grade Level and 45% Masters Grade Level.
- 8th Grade Social Studies: 81% Approaches Grade Level, 62% Meets Grade Level and 43% Masters Grade Level.
- Algebra I: 100% Approaches Grade Level, 100% Meets Grade Level and 91% Masters Grade Level.

For the 2022-2023 school year the Grade distribution is as follows:

- A's- 61.67%
- B's- 27.24%
- C's- 6.12%
- D's- 3.69%
- F's- 1.28%

Results from 2022 STAAR testing showed the following:

- 6th grade reading: 91% Approaches Grade Level, 71% Meets Grade Level and 45% Masters Grade Level.
- 6th grade math: 96% Approaches Grade Level, 76% Meets Grade Level and 47% Masters Grade Level.
- 7th Grade Reading: 92% Approaches Grade Level, 76% Meets Grade Level and 65% Masters Grade Level.
- 7th Grade Math: 86% Approaches Grade Level, 65% Meets Grade Level and 29% Masters Grade Level.
- 8th Grade Reading: 94% Approaches Grade Level, 80% Meets Grade Level and 58% Masters Grade Level.
- 8th Grade Math: 93% Approaches Grade Level, 72% Meets Grade Level and 46% Masters Grade Level.
- 8th Grade Science: 95% Approaches Grade Level, 80% Meets Grade Level and 56% Masters Grade Level.
- 8th Grade Social Studies: 91% Approaches Grade Level, 62% Meets Grade Level and 44% Masters Grade Level.
- Algebra I: 100% Approaches Grade Level, 100% Meets Grade Level and 97% Masters Grade Level.

Grade distribution for the 2021-2022 school year is as follows:

- A's- 60.58%
- B's- 29.49%
- C's- 6.44%
- D's- 3.55%
- F's- 0.94%

Results from 2021 STAAR testing showed the following:

- 6th grade reading: 86% Approaches Grade Level, 62% Meets Grade Level and 39% Masters Grade Level.
- 6th grade math: 92% Approaches Grade Level, 72% Meets Grade Level and 45% Masters Grade Level.
- 7th Grade Reading: 89% Approaches Grade Level, 73% Meets Grade Level and 49% Masters Grade Level.
- 7th Grade Writing: 90% Approaches Grade Level, 68% Meets Grade Level and 31% Masters Grade Level.
- 7th Grade Math: 87% Approaches Grade Level, 63% Meets Grade Level and 21% Masters Grade Level.
- 8th Grade Reading: 88% Approaches Grade Level, 73% Meets Grade Level and 46% Masters Grade Level.
- 8th Grade Math: 92% Approaches Grade Level, 83% Meets Grade Level and 49% Masters Grade Level.
- 8th Grade Science: 92% Approaches Grade Level, 74% Meets Grade Level and 59% Masters Grade Level.
- 8th Grade Social Studies: 88% Approaches Grade Level, 63% Meets Grade Level and 40% Masters Grade Level.
- Algebra I: 100% Approaches Grade Level, 100% Meets Grade Level and 95% Masters Grade Level.

State testing was cancelled during the 2019-2020 school year by TEA due to COVID-19.

Results from 2019 STAAR testing showed the following:

- 6th grade reading: 91% Approaches Grade Level, 70% Meets Grade Level and 43% Masters Grade Level.
- 6th grade math: 96% Approaches Grade Level, 77% Meets Grade Level and 54% Masters Grade Level.
- 7th Grade Reading: 95% Approaches Grade Level, 81% Meets Grade Level and 61% Masters Grade Level.
- 7th Grade Writing: 90% Approaches Grade Level, 74% Meets Grade Level and 40% Masters Grade Level.
- 7th Grade Math: 94% Approaches Grade Level, 69% Meets Grade Level and 25% Masters Grade Level.
- 8th Grade Reading: 99% Approaches Grade Level, 82% Meets Grade Level and 54% Masters Grade Level.
- 8th Grade Math: 99% Approaches Grade Level, 95% Meets Grade Level and 54% Masters Grade Level.
- 8th Grade Science: 98% Approaches Grade Level, 86% Meets Grade Level and 64% Masters Grade Level.
- 8th Grade Social Studies: 91% Approaches Grade Level, 69% Meets Grade Level and 47% Masters Grade Level.
- All grades all subjects: 95% Approaches Grade Level, 80% Meets Grade Level and 53% Masters Grade Level.

Student Learning Strengths

Student success at BJH is attributed to many factors. First of all, there is a commitment to meet the needs of each and every student through quality first teach. We seek to provide quality instruction. However, when students require additional instruction, we provide many different targeted interventions to ensure student success. We provide systemic and student interventions throughout the school day. During the spring semester, we provide optional support lunch groups for students in grades in order to build self-esteem and to develop positive relationships. For our EL & Special Education services we implement a collaborative teach model. An additional systemic intervention that we provide is during advisory during the school day. During advisory, staff are able to provide reteaching or extension instruction as appropriate. As well as providing push in support into the classroom for EL students and SPED students, teachers have on-going progress monitoring structures for ensuring all students demonstrate academic growth throughout the school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR scores at the meets and masters levels are average or below average with the campus comparison group in content areas. **Root Cause:** Quality first engaging teach in all content areas along with small group interventions to meet students where they are continues to be a professional development need and a need for assistance (i.e. materials, resources, and time) for teachers 6-8.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Beck Junior High is guided by the TEKS, by the Katy ISD curricular Unit Plans, by the Katy ISD Cornerstones, by the result of summative and formative assessments. We promote life skills for students including critical thinking, creative thinking, collaboration, communication, information literacy, emotional literacy, problem solving, and social contribution. District unit plans provide teachers with overall summaries, expected number of instructional days, enduring understandings, essential questions, specific knowledge and skills (TEKS), the English Language Proficiency Standards (ELPS), critical vocabulary in both English and Spanish, the Cornerstone continuum, and sample performance tasks. Instructional guidance is offered, as linguistic accommodations, sentence stems, and varied resources to support student needs.

Assessment plays a major role in decision making and takes on many different forms at BJH. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations are used increasingly. District Learning Assessments (DLAs) provide opportunities for "standardized-testing like" opportunities. Campus level disaggregation depends on the plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Each grade level has identified essential TEKS so that instruction is supported vertically.

At Beck Junior High we have a variety of programs and processes to ensure student success. Our MTSS process, SPED teachers, and EL teachers help us monitor all students to be sure they are successful. If students are struggling these processes give us a systemic way to meet their needs and provide them with academic services that they may need. In addition, we provide our students with tutorials during advisory and teachers keep "office hours" twice per week before and/or after school to accommodate student schedules. In the spring, we provide STAAR tutorials to any student in need and have a Social Studies and Science camp to provide a fun way for students to review needed concepts. We have an in house mentoring program where staff are paired with students that need a bit more support to provide additional academic and emotional support. Teams of teachers participate in collaborative planning on a weekly basis with our Instructional Coaches in order to plan for effective research based instruction for our students. Administrators are assigned to each subject area and actively participate in collaborative planning meetings weekly. This provides staff with five research based practices designed to improve student achievement in all subjects. Surveys have been designed to be given to staff throughout the year to gauge staff morale and their needs.

All decisions regarding professional development, programs, and practices are based upon the needs identified in this improvement plan. Teacher qualifications include a minimum of bachelor's degree, certification in a specific subject, ESL and possible Special Education. Many teachers are working on advanced degrees. The teaching staff at BJH is highly qualified and is working on continuous improvement. Teachers are given frequent observations from all administrators. The data is reviewed during planning, mid year conferences and summative conferences. Teachers are provided with electronic reports of observations and documentation. Teachers are recruited by current staff networking and job fair opportunities. Also, student teachers on our campus are often hired due to their success. Students are grouped with co-teach classes provided with intervention opportunities for their instructional needs and tracked with the MTSS system. Teachers, parents, and students at BJH take pride in their school and the school's reputation. We are a school known for a close, family atmosphere -- one in which children's needs are put first consistently. We have a high standard for the best instructional practices, as well as building the whole child. BJH goes far beyond just STAAR scores. Our commitment is to KEEP students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, adjustments are made, through flexible grouping, advisory, MTSS process, the referral process, etc.

Adults are encouraged to take Learning Walks, so that everyone's teaching remains cutting edge. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons; ARDs and staffings are not held during teachers' weekly team planning sessions. There is a healthy sense of urgency among our staff that promotes professionalism and unity of purpose. Throughout the campus teachers and students use computers, tablets, projectors, interactive whiteboards, document cameras, microphones/sound systems and a variety of assistive technology devices. Both staff and students are proficient in technology integration. Teachers have a variety of technology available to them and multiple resources to support their use of such technology. There are staff members and training available to assist staff members with technological proficiency. The students gain technology proficiency through integration of technology into the daily functioning of the classroom. The students are exposed to a wide range of technology and given frequent opportunities to use them.

School Processes & Programs Strengths

The mentoring program in our campus is most effective when a brand new teacher is paired with an experienced teacher. New staff is supported by new teacher training for the district at the beginning of the year along with opportunities throughout the year. In addition, our campus provides new teacher monthly meetings on our campus with the individual teammates and mentor teachers on the staff.

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by their instructional leaders (leadership team)
2. MTSS is being utilized successfully before students are referred to special education or 504
3. Our master schedule maximizes instructional time for each grade level, while still responsive to developmental needs of children
4. Interruptions are kept to a minimum during the instructional day
5. Safety drills are performed frequently and effectively
6. Non-academic committees meet monthly and are teacher-led, to develop other areas of our working relationships: Sunshine, Safety, Volunteer Appreciation, Attendance Committee, Behavior Task Force, and Instructional Leadership Team.
7. Grade levels report to corresponding Assistant Principals for handling of most issues on their teams, streamlining communication

The perceptions of the school are very positive. There is a legacy of excellence. Students and parents love Beck Junior High. Parents work closely with the staff at BJH to create events to bring more families and the community to our school. Throughout the year, there are several events tailored to the interests of all students and families. Families are always welcome at Beck Junior High. Technology is used in all content areas. Technology enhances literacy development, impacts language acquisition, provides greater access to information, supports creating and learning, and motivates students. The design of the network in our district and campus allows for fast and easy communication between staff members. It also allows staff members to easily share materials as well as access their materials from any computer on the network. This also gives students and staff easy access to a variety of software on network computer. Technology is used to support curriculum, instruction, and assessment integration and implementation by reinforcing the standards set by the state. This is supported by facilitating participation in instructional activities and the utilization of Canvas. Technology is successfully implemented by ensuring that the integration into learning is routine throughout the curricular areas. The instructional activities can be seen by the teacher and administrators to monitor successful implementation. Our school is a safe environment where children are valued and respected. When you walk into BJH, you will feel welcomed by all staff and students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The advisory time was not implemented with fidelity with mid to high performing students. Small group interventions during this time were not implemented with validity. **Root Cause:** Formative and informative data was not utilized to inform advisory flexible student groups and interventions for mid to high performing students.

Perceptions

Perceptions Summary

At Beck Junior High, all staff believe that through collaboration and commitment to students and their needs that all students can be successful and productive. One of the core beliefs at Beck Junior High is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. Students find the school to be warm, welcoming, fun, challenging, and safe. Staff is similarly aligned to the students' climate perception. BJH works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. To strengthen the home/school connection, we communicate in many different ways: through weekly eNews, school marquee, campus website, monthly newsletters and calendars. Communications are provided in English and Spanish whenever possible.

Perceptions Strengths

Beck Junior High is very strong in the areas of staff collaboration, lesson development, and the willingness of the staff to participate in new initiatives. We have a strong commitment to students and their success. Due to the success of student involvement in extracurricular activities, community socials, and academic supports, BJH supports the growth of the whole child and family. Students that are most satisfied are the students that are most successful at their level of involvement and achievement.

Priority Problem Statements

Problem Statement 1: Increased enrollment of students identified as economically disadvantage and ESL of which are performing below their peers.

Root Cause 1: Teachers and parents being equipped with the skills of connecting with and teaching at-risk and ESL students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: STAAR scores at the meets and masters levels are average or below average with the campus comparison group in content areas.

Root Cause 2: Quality first engaging teach in all content areas along with small group interventions to meet students where they are continues to be a professional development need and a need for assistance (i.e. materials, resources, and time) for teachers 6-8.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The advisory time was not implemented with fidelity with mid to high performing students. Small group interventions during this time were not implemented with validity.

Root Cause 3: Formative and informative data was not utilized to inform advisory flexible student groups and interventions for mid to high performing students.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results

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
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- 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

Employee Data

- Professional learning communities (PLC) 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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

Performance Objective 1: Enhance student behavior and the effectiveness of interventions at Beck Junior High by improving the functioning of the Behavior Task Force to create a positive, respectful, and safe learning environment.

Evaluation Data Sources: Tracking behavioral data and targeted interventions, gathering feedback from staff and students, and implementation of Bulldog Strong and BARK expectations.

Strategy 1 Details	Reviews			
Strategy 1: Modify and clarify the school wide BARK framework to promote positive behavior, ensure consistent application of expectations, and set clear communication of expectations for student behavior. Strategy's Expected Result/Impact: Beck Junior High aims to create a positive school environment where students are supported in developing good behavior, leading to a more respectful, engaged, and successful student body. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The Behavior Task Force will develop an acknowledgement and reward program to reward desired student behaviors, such as "Top Dog". Strategy's Expected Result/Impact: Beck Junior High aims to create a positive school environment where students are supported in developing good behavior, leading to a more respectful, engaged, and successful student body. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize data systems to track and analyze behavioral incidents and identify trends for interventions for students. Strategy's Expected Result/Impact: Beck Junior High aims to create a positive school environment where students are supported in developing good behavior, leading to a more respectful, engaged, and successful student body. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June





Strategy 4 Details	Reviews			
Strategy 4: Bulldog Strong lessons provided by the counselors to assist in supporting students socially and emotionally. In addition, information on violence prevention and bullying prevention will be provided to parents, students, and teachers. Strategy's Expected Result/Impact: Beck Junior High aims to create a positive school environment where students are supported in developing good behavior, leading to a more respectful, engaged, and successful student body. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				

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

Performance Objective 1: By the end of the year, collaborative teams will leverage data protocols to inform and enhance instructional decisions, resulting in regular analysis of student data that improves student growth outcomes and target teaching strategies.

Evaluation Data Sources: Student growth indicators, student performance on assessments, teacher trainings

Strategy 1 Details	Reviews			
Strategy 1: Standardize data protocols for collecting, analyzing, and interpreting student performance data. Strategy's Expected Result/Impact: Standardize the use of data protocols at Beck Junior High to consistently inform instructional decisions within collaborative teams leading to enhanced student growth. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Train staff on the use and importance of data protocols in collaborative planning and feedback loops. Strategy's Expected Result/Impact: Standardize the use of data protocols at Beck Junior High to consistently inform instructional decisions within collaborative teams leading to enhanced student growth. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Collaborative teams will review and discuss student data on a regular basis to inform instructional practices for planning. Strategy's Expected Result/Impact: Standardize the use of data protocols at Beck Junior High to consistently inform instructional decisions within collaborative teams leading to enhanced student growth. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Use the insights to improve and adjust instruction to provide targeted support for diverse learners. Strategy's Expected Result/Impact: Standardize the use of data protocols at Beck Junior High to consistently inform instructional decisions within collaborative teams leading to enhanced student growth. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Ongoing professional development for teachers to meet the diverse student populations, such as special education and ESL students. Strategy's Expected Result/Impact: Standardize the use of data protocols at Beck Junior High to consistently inform instructional decisions within collaborative teams leading to enhanced student growth. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: 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: 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 and Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 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 and Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></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.

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: Beck Junior High teachers will collaboratively develop and implement formative assessments within their teams to improve student outcomes by the end of the academic year.

Evaluation Data Sources: Student growth indicators, student performance, teacher created formative assessments, summative and formative data

Strategy 1 Details	Reviews			
Strategy 1: Collaborative teams meet to analyze formative assessment data, identify trends, and determine student needs. Strategy's Expected Result/Impact: Increase in student achievement and summative data to inform instruction. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<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 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.

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

Performance Objective 1: By the end of the academic year, Beck Junior High will enhance staff culture, evidenced by increased job satisfaction, stronger collaboration among staff members, and improved overall morale, as measured through surveys, retention rates, and participation in school initiatives.

Evaluation Data Sources: Staff surveys, recognition programs and feedback mechanisms, participation in relationship building activities, participation in PLCs, positive feedback from staff members, and overall enthusiasm.

Strategy 1 Details	Reviews			
Strategy 1: Improve the mentorship program by pairing experienced teachers with new staff members to provide guidance and support as well as have monthly meetings to build relationships. Strategy's Expected Result/Impact: Beck Junior High aims to create a positive and supportive staff culture, leading to a more motivated, engaged and cohesive team, ultimately benefiting and entire school community. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement programs to regularly recognize and celebrate staff achievements and contributions to the organization. Strategy's Expected Result/Impact: Staff surveys, recognition programs and feedback mechanisms, participation in relationship building activities, participation in PLCs, positive feedback from staff members, and overall enthusiasm. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Form a professional learning community to encourage collaborative planning, sharing of best practices, and mutual support as well as shared decision making related to school initiatives. Strategy's Expected Result/Impact: Beck Junior High aims to create a positive and supportive staff culture, leading to a more motivated, engaged and cohesive team, ultimately benefiting and entire school community. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

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

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.

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