

**Katy Independent School District**  
**Beckendorff Junior High School**  
**2025-2026 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.

## Value Statement

**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 over 20 years. Our current enrollment includes over 1,600 students and is comprised of 10% African American, 34% Asian, 24% Hispanic, and 26% White. Specific subgroups further define our diversity with 7% of our students included in our ESL program, 29% receiving GT services, and 15% receiving Special Education or 504 services.

Of the 146 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

Beckendorff Junior High boasts several areas of strength in the area of demographics.

1. The commitment of our student body is 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. 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 (Prioritized):** Students struggle with resilience and processing their emotions in a high-performance environment, particularly when faced with a setback.

**Root Cause:** Increased academic and social demands have strained students' coping skills.

# Student Learning

## Student Learning Summary

Beckendorff Junior High School is recognized by distinctive academic and extra-curricular performance. Beckendorff Junior High was recently rated an A campus according to the 2023 Accountability Report. Beckendorff Junior High was rated an A in the areas of Student Achievement, School Progress, and Closing the Gaps. In addition, the school earned distinctions in the areas of Academic Achievement in Reading, Mathematics, Science, and Social Studies, Top 25% Comparative Academic Growth and Closing the Gaps, and Postsecondary Readiness.

## Student Learning Strengths

Academic strengths at Beckendorff Junior High are evident across the academic areas. Overall, BDJH meets state standards for accountability, but some particular areas of strength are highlighted below.

- High degrees of Meets (87%) and Masters (64%) on all state subject assessments.
- Multiple state and national top finishes in academic competitions (State Science Olympiad Champions).
- High degrees of student satisfaction in the learning environment and teacher-student mentorship.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students in the special education and emergent bilingual programs show on average lower percentages of STAAR approaches scores than their general education peers.

**Problem Statement 2 (Prioritized):** A wide range of student performance levels at BDJH necessitates a wide range of differentiated instruction.

**Problem Statement 3 (Prioritized):** Absenteeism and tardiness of affected student learning at BDJH due to lost instructional time.

**Root Cause:** Post-COVID attendance has been noted as a concern across the state.

# School Processes & Programs

## School Processes & Programs Summary

Beckendorff Junior High focuses instruction on the state Texas Essential Knowledge and Skills (TEKS) for grades 6-8. The Katy Independent School District provides teachers with scopes and sequences aligned to the TEKS and reflective of best instructional practices in engagement and differentiation. Teachers are supported in professional development through a wide array of district training, campus instructional coaches, and a campus professional development cohort system. Beckendorff Junior High boasts a wide range of student organizations and academic/fine arts/athletic teams that compete in local, state, and national competition. Finally, students are offered a variety of CTE and elective courses to help them ascertain post-secondary interests prior to enrolling in high school.

## School Processes & Programs Strengths

Beckendorff Junior High sets a strong foundation of school processes and programs which leads to an enriching instructional environment.

- Collaborative teaming in grade level content teams to ensure alignment in instruction and assessment. Teachers share best practices and work collectively to improve their instruction.
- Strong Parent Teacher Association (PTA) – Parents volunteer numerous hours of their time to the school, providing programming for students, finances for school initiatives, and support for teachers.
- 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
- Weekly newsletter from the administration with important reminders

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Social emotional concerns, including conflict resolution struggles are self-reported by BDJH as an area of need.

**Problem Statement 2 (Prioritized):** Early career educators are faced with an array of professional challenges including managing their own classrooms and integrating pre-service experience and knowledge into everyday practice.

**Root Cause:** Wide ranges of preparedness based on pre-service program expectations.

**Problem Statement 3 (Prioritized):** A variety of educator experience levels necessitates a variety of professional development needs.

# 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.

## 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.

## 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).

# Priority Problem Statements

**Problem Statement 1:** Students struggle with resilience and processing their emotions in a high-performance environment, particularly when faced with a setback.

**Root Cause 1:** Increased academic and social demands have strained students' coping skills.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Students in the special education and emergent bilingual programs show on average lower percentages of STAAR approaches scores than their general education peers.

**Root Cause 2:**

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** A wide range of student performance levels at BDJH necessitates a wide range of differentiated instruction.

**Root Cause 3:**

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Absenteeism and tardiness of affected student learning at BDJH due to lost instructional time.

**Root Cause 4:** Post-COVID attendance has been noted as a concern across the state.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Social emotional concerns, including conflict resolution struggles are self-reported by BDJH as an area of need.

**Root Cause 5:**

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Early career educators are faced with an array of professional challenges including managing their own classrooms and integrating pre-service experience and knowledge into everyday practice.

**Root Cause 6:** Wide ranges of preparedness based on pre-service program expectations.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** A variety of educator experience levels necessitates a variety of professional development needs.

**Root Cause 7:**

**Problem Statement 7 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance 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:** Beckendorff Junior High will provide clarity of behavior expectations while providing support through character education and consistent discipline management.

**Evaluation Data Sources:** Behavioral referrals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Beckendorff Junior High administrators and the MTSS-b committee will review campus discipline and behavioral data throughout the year in order to identify trends and provide support to students and staff based upon those trends.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be better supported in conflict resolution management and identify coping strategies to respond to the unexpected.</p> <p><b>Staff Responsible for Monitoring:</b> BDJH Administration</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Beckendorff Junior High counseling team will identify ways to deliver Character Strong lessons targeted to student grade levels based upon campus discipline data to provide students with tailored support. The campus will continue to prioritize violence and bullying prevention through these lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> BDJH students will be provided with character education tailored to trends in student interactions that will lead to a positive and supportive educational environment</p> <p><b>Staff Responsible for Monitoring:</b> BDJH Administration and Counseling Team</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** Students struggle with resilience and processing their emotions in a high-performance environment, particularly when faced with a setback. **Root Cause:** Increased academic and social demands have strained students' coping skills.





**School Processes & Programs**

**Problem Statement 1:** Social emotional concerns, including conflict resolution struggles are self-reported by BDJH as an area of need.

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

**Performance Objective 2:** Beckendorff Junior High will establish and foster a student leadership program designed to develop student leadership on campus and inform campus administration on current campus realities.

**Evaluation Data Sources:** BDJH Student Leadership Program Meeting Agendas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Beckendorff Junior High principal will identify and select student leaders to serve on the BDJH Student Leadership Committee. Students will participate in a Gallup Strengthsfinder Leadership assessment to identify their unique strengths and attend leadership workshops to strengthen their leadership.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's individual leadership skills will be identified and enhanced.</p> <p><b>Staff Responsible for Monitoring:</b> BDJH Administration</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Beckendorff Junior High principal will solicit feedback from BDJH Student Leadership students throughout the year regarding campus realities and futures planning in order to incorporate student voice into the decision-making process.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus decisions will be made after gathering information from students in order to ensure student voice is captured prior to finalizing plans.</p> <p><b>Staff Responsible for Monitoring:</b> BDJH Administration</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Students struggle with resilience and processing their emotions in a high-performance environment, particularly when faced with a setback. <b>Root Cause:</b> Increased academic and social demands have strained students' coping skills.</p>

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

**Performance Objective 1:** Beckendorff Junior High will prioritize intervention for students chronically tardy or absent from school leading to lost instructional time and academic impacts.

**Evaluation Data Sources:** Campus attendance data and intervention plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Beckendorff Junior High administration will identify chronically absent and tardy students to intervene utilizing attendance improvement plans, attendance incentives, and campus interventions in order to increase student attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Student chronic absenteeism and tardiness will decrease throughout the school year leading to increased instructional time and performance.</p> <p><b>Staff Responsible for Monitoring:</b> BDJH Administration</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> Absenteeism and tardiness of affected student learning at BDJH due to lost instructional time. <b>Root Cause:</b> Post-COVID attendance has been noted as a concern across the state.</p>

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

**Performance Objective 2:** Beckendorff Junior High will solidify a campus instructional mission and vision statement grounded in community values in order to inform future professional development and instructional goals.

**Evaluation Data Sources:** Instruction Committee Agendas  
Updated Campus Mission and Vision

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Beckendorff Junior High administration will recruit community members and staff to serve on the campus instruction committee to draft a campus mission and vision statement.</p> <p><b>Strategy's Expected Result/Impact:</b> The BDJH campus mission and vision will be updated to reflect community values and set a course for future professional development and campus goals.</p> <p><b>Staff Responsible for Monitoring:</b> BDJH Administration</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Beckendorff Junior High will prepare a three year instructional plan for addressing implementation of differentiated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus staff will clarify future goals and expectations for instruction of a diverse student population with varying needs.</p> <p><b>Staff Responsible for Monitoring:</b> BDJH Administration and Instruction Committee</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Beckendorff Junior High will identify current campus intervention practices and identify ways in which the intervention program can be streamlined in the future, including revising the campus advisory structure.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will identify best practices for instructional intervention and align the campus intervention program to ensure maximized effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> BDJH Administration</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Students in the special education and emergent bilingual programs show on average lower percentages of STAAR approaches scores than their general education peers.</p> <p><b>Problem Statement 2:</b> A wide range of student performance levels at BDJH necessitates a wide range of differentiated instruction.</p>

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

**Performance Objective 3:** Beckendorff Junior High students will be physically fit and active, including showing progress on the national Physical Fitness Gram.

**Evaluation Data Sources:** Physical Fitness Gram Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Beckendorff Junior High physical education teachers will prioritize strength and speed training in order to ensure students progress physically to show improvement on the Physical Fitness gram.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show improvement throughout the year in their ability to complete the fitness gram.</p> <p><b>Staff Responsible for Monitoring:</b> Beckendorff Junior High Physical Education Teachers</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> A wide range of student performance levels at BDJH necessitates a wide range of differentiated instruction.</p>

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

**Performance Objective 4:** Beckendorff Junior High will exceed state and national standards/averages for all student groups in student achievement and progress.

**Evaluation Data Sources:** STAAR Data and Accountability Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Inform teachers of the English language proficiency levels of the emergent bilingual (EB) students in their classrooms, and utilize the ELPS in professional learning communities to plan for instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will lead to increased awareness of the ELPs and integration into first teach.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Department Campus Administration</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Beckendorff Junior High will continue to endeavor to identify non-ESL certified teachers and ensure ESL certification is completed.</p> <p><b>Strategy's Expected Result/Impact:</b> All Beckendorff Junior High Emergent Bilingual students will be taught by an ESL certified teacher.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Department Campus Administration</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Problem Statements:**


<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Students in the special education and emergent bilingual programs show on average lower percentages of STAAR approaches scores than their general education peers.</p>

**Goal 3:** 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:** Beckendorff Junior High professional learning communities will collectively endeavor to analyze campus, district, and state assessment data in order to purposefully plan instruction while focusing on continuous improvement.

**Evaluation Data Sources:** PLC Agendas  
PLC Data Talks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Beckendorff Junior High team leads will complete campus data analysis training and partner with campus instructional coaches in order to analyze assessment data within their professional learning community meetings in order to make instructional decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will identify and implement responsive instructional strategies based on individual student data and campus data trends.</p> <p><b>Staff Responsible for Monitoring:</b> BDJH Administration BDJH Instructional Coaches BDJH PLC Team Leads SCE Academic Support</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Feb	Apr	June



**Performance Objective 1 Problem Statements:**


Student Learning
<p><b>Problem Statement 2:</b> A wide range of student performance levels at BDJH necessitates a wide range of differentiated instruction.</p>

**Goal 3:** 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:** Beckendorff Junior High will remain committed to implementation of the Fundamental Five best instructional practices.

**Evaluation Data Sources:** Campus learning walks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Beckendorff Junior High instructional leadership team will complete campus learning walks throughout the year in order to provide teachers with recognition and feedback regarding implementation of the Fundamental Five best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> The BDJH instructional leadership team will identify Fundamental Five best practices being implemented on campus in order to provide quality feedback to teachers and align campus expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Beckendorff Junior High Administration and Instructional Leadership Team</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Feb	Apr	June







**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> A wide range of student performance levels at BDJH necessitates a wide range of differentiated instruction.</p>

**Goal 4:** Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

**Performance Objective 1:** Beckendorff Junior High will implement a campus professional development plan for teachers designed to increase instructional best practices implementation.

**Evaluation Data Sources:** PD Cohort Reflections and Implementation Data  
New Teacher Academy Agendas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Beckendorff Junior High instructional coaches and support staff will design and implement professional development cohorts with teacher voice and choice in their own learning plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to identify their personal needs and complete professional development designed to meet those individual needs.</p> <p><b>Staff Responsible for Monitoring:</b> Beckendorff Junior High Administration and Instructional Coaches</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Beckendorff Junior High instructional coaches will design and lead a new teacher professional development academy designed to provide new to education teachers with on-going support throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> First and second year teachers will be provided with targeted and individualized support in order to address challenges associated with early career struggles.</p> <p><b>Staff Responsible for Monitoring:</b> BDJH Administration and Instructional Coaches</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> Early career educators are faced with an array of professional challenges including managing their own classrooms and integrating pre-service experience and knowledge into everyday practice. <b>Root Cause:</b> Wide ranges of preparedness based on pre-service program expectations.</p> <p><b>Problem Statement 3:</b> A variety of educator experience levels necessitates a variety of professional development needs.</p>

**Goal 5:** 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:** Beckendorff Junior High will identify existing parent, family, and community engagement programs, and explore opportunities to involve a greater number of stakeholders on/at campuses that have lower engagement rates.

**Evaluation Data Sources:** Parent/Family Events

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide 1 or more parent/family engagement activities specific to the parents of emergent bilingual (EB) students.</p> <p><b>Strategy's Expected Result/Impact:</b> Lead to increased participation and coordination between EB families and the campus.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Department Campus Administration</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Students in the special education and emergent bilingual programs show on average lower percentages of STAAR approaches scores than their general education peers.</p>

## RDA Strategies

Goal	Objective	Strategy	Description
2	4	1	Inform teachers of the English language proficiency levels of the emergent bilingual (EB) students in their classrooms, and utilize the ELPS in professional learning communities to plan for instruction.
2	4	2	Beckendorff Junior High will continue to endeavor to identify non-ESL certified teachers and ensure ESL certification is completed.

# State Compensatory

## Budget for Beckendorff Junior High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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## Personnel for Beckendorff Junior High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brandie Harrington	Academic Support	1
Lori Sampere	Academic Support	1
Marla McNeese	Academic Support	1

# Campus Advisory Team Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Asst. Principal	Eric Nethery	Asst. Principal
Asst. Principal	Leigh Childs	Asst. Principal
Testing Coordinator	Paula Kingsley	Testing Coordinator
Counselor	Kristin Pitts	Counselor
Instructional Coach	Stacy Hillegeist	Instructional Coach
Teacher	Lane Joiner	Teacher
Dept. Chair SST	Jessie Morris-Esparza	Dept. Chair SST
Dept. Chair Math	Christopher Gaddis	Dept. Chair Math
Teacher	Nichole Connally	Teacher
Teacher	April Bradshaw	Teacher
Teacher	Staci Thompson	Teacher
Teacher	Michelle Wilson	Teacher
Teacher	Jamie Inlow	Teacher
Head Theatre Director	Cassie Jones	Head Theatre Director
Campus Athletic Coordinator	Roy Reyes	Campus Athletic Coordinator
Teacher	Susan Steber	Teacher
GT Facilitator	Lauren Wright	GT Facilitator
Teacher	Dwayne Lacy	Teacher
Community Member	Steven Zhang	Community Member
Parent	Janel Hawkins	Parent
Parent	Risa Park	Parent
Parent	Kim Carter	Parent
Facilitator	Grant Smith	Principal