Katy Independent School District

Bethke Elementary

2026-2027 Campus Improvement Plan

Mission Statement

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

Vision

Building a Legacy!

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Comprehensive Needs Assessment

Revised/Approved: June 18, 2026

Demographics

Demographics Summary

Catherine Bethke Elementary (CBE) is located in the Ventana Lakes Subdivision in Katy, Texas and serves students in Pre-Kindergarten through Fifth grades from various and diverse backgrounds. We also serve students in four different special education units: Lifeskills, ECSE, ASIP, and YCAP. CBE opened as a new campus in the fall of 2016 with an initial enrollment of approximately 640 students, and later grew to over 1,400 students during the next 2 years. Due to the rapid development in the CBE zone, CBE is one of the fastest growing elementary campuses in Katy ISD. At the beginning of the 2021-2022 school year, CBE had an enrollment of just over 1,000 students but quickly grew to over 1,250 by the end of the school year. CBE began the 2022-2023 school year with just over 1250 enrolled students and is projected to have 1400 students by the end of the year. In the 2023-2024 school year, CBE saw some relief as a new elementary school opened to relieve students. In 2024-2025, we were relieved once again, due to another elementary school being built. In 2025-2026, our numbers decreased for various reasons to 944 students. Our numbers for 2026-2027 should be consistent with the previous school year.

The 2025-2026 ethnic make-up of CBE consists of 37.78% Hispanic, 13.86% White, 30.16% Black or African American, 12.8% Asian, .32% Native American/Alaskan Native and 5.08% two or more races. Catherine Bethke Elementary's student groups consist of 54.29% Economically Disadvantaged, 64% At Risk, 29.31 % Limited English Proficiency(LEP), 0% English as a Second Language (ESL), 31.4% Special Education and 2% Gifted/Talented (GT).

CBE strives to welcome highly qualified educators from other Katy ISD campuses, out of district, and out of state. Our school believes that employing talented staff is essential for student academic growth. We have a range of experience and provide ongoing support and training to meet their needs. Our teachers attend professional development collaborative sessions throughout the summer and during the school year. Professional development is based upon the needs identified in this improvement plan. Collaborative sessions/trainings are provided by our own educators, our instructional coach, campus administration, district level specialists, and out of district conferences/workshops. In addition to professional development, weekly grade level planning and long range planning reinforce what educators are learning. Our new staff members are mentored by several campus master teachers weekly through collaborative conversations and modeling.

Bethke is supported by a community of involved parents and others including Watch DOGs (Dads of Great Students), an active PTA, an engaged namesake and many local business partners.

Demographics Strengths

Bethke has a diverse population. Rigorous academics are provided to meet the needs of all students. Enrichment opportunities are provided for those students

who are on or above grade level through specifically planned lessons. Academic Support, ESL and classroom teachers provide additional targeted intervention during WIN Time to students who are found to be performing below grade-level expectations or not showing academic growth. Students needs are met through strong first teach, small group instruction, and push-in/pull-out intervention. The majority of the grade level educators are ESL certified. Grade level planning sessions strengthen instruction through staff conversations about student misconceptions on various concepts and curriculum scope/sequence pacing. Our technology staff development opportunities have helped our staff become more adept to using technology as a resource during our lesson planning. Technology professional development sessions along with assistance from our assigned campus technology designer has positively impacted our staff's proficiency, as well as students engagement during our intermittent virtual learning periods.

Strengths:

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

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

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

- Grade level Collaboratives strengthen instruction through weekly planning with our Instructional Coaches and Administrative Team.
- Grade level educators conduct a long range planning with our Instructional Coaches three times a year to strengthen our curriculum scope and sequence.
- Instructional support staff members work with all teachers, through planning/data conversations/kid chats to best meet the needs of all learners.
- Administrative walk-throughs and reflective conversations occur throughout the year for every teacher.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have 30% of our students who are Limited English Proficient, indicating the need for instructional strategies that go beyond the verbal delivery. We believe our percentage would be lower if students had not denied bilingual services coming from their previous campus.
Root Cause: Our state and district are increasingly becoming more diverse which has an impact on our campus

Problem Statement 2 (Prioritized): Our campus has roughly 32% of students identified as needing special education services. We are working to increase instructional effectiveness with this student population.
Root Cause: There are more students joining our campus in need of special services and more students qualifying for these services. Our campus offers many Special Education programs. These students are performing lower than our general education students.

Student Learning

Student Learning Summary

Student Academic Achievement Summary

CBE continuously reviews data to make informed instructional decisions. We monitor our student progress and routinely host collaborative data meetings to discuss student sucess and area of need. We have established campus data analysis protocols and these along with our collaborative grade level reflective data analysis meetings enable us to quickly identify necessary instructional adjustments.

Student Academic Achievement STAAR 2025-2026 Data

	DNP (did not participate)	Approach Grade Level	Meet Grade Level	Master Grade Level
District (Katy ISD) reading		84%	66%	41%
CBE Reading		82%	64%	34%
CBE Math		69%	46%	19%
CBE Science		75%	37%	13%

Bethke has been given a rating of a 82.

Student Learning Strengths

Our teachers use differentiated instruction and collaborate planning to ensure resources are leveraged to facilitate student growth. Common assessments are

aligned with Texas Essential Knowledge and Skills standards (TEKS) and student performance data is analyzed to guide instruction. This data is utilized to implement specific intervention/remediation/extension lessons and provide our learners meaningful feedback. During WIN, continued small group, students are flexibly grouped so that differentiated instruction, extension, and intervention can be provided. Additional school tutorials are offered before and after school for students needing additional support.

In the 2025-2026 school year, CBE staff coordinated with the district assessment team to put an intervention plan in place to address the deficits identified through state testing. We will continue to address areas previously identified in our Campus Improvement Plan to ensure continued growth and success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR data indicates that our Math performance in approaches and meets increased from the previous year while masters stayed the same. Approaches 69%, Meets 46%, an Masters 19%.
Root Cause: Teachers will continue to match the rigor and spiral our lowest TEKS.

Problem Statement 2 (Prioritized): 2025-2026 STAAR data shows that Special Education students are having more success in ELAR, while math scores tended to decrease across grade 3,4, and 5.
Root Cause: 32% of students at Bethke qualify for Special Education programming. Many of these students are in general education classes but below grade level. Bethke houses multiple units of special education programs.

Problem Statement 3 (Prioritized): Bethke LEP students in 3/4/5 showed an overall improvement. They scored higher and lower across the board . We will address each grade level based on their needs.
Root Cause: At-risk factors limit our students' background knowledge, and many lack academic models at home.

School Processes & Programs

School Processes & Programs Summary

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

Bethke Elementary has highly dedicated and professional teachers that have been highly recruited. With this year's increase in student numbers, we have added many new staff members. To ensure consistency amongst staff new and old, we regularly hold training meetings as well as "new teacher check-ins". All of our staff members are highly qualified, collaborative professionals and are student centered.

Each one of the classrooms at Bethke is equipped with a SMART Board, at least 2 computers. Students in K-2 work on iPads. Students in 3-5 have 1to1 Chromebooks. Teachers and students can also check-out additional technology from the library.

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

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

School Processes & Programs Strengths

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

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

Professional Development Rotations (PDR) sessions are scheduled and topics presented are in direct relation to items we identified as areas of growth on campus needs assessment. These sessions are often led by our master teachers.

Bethke implemented the Ron Clark House system during the 2022-2023 school year. It remains, the main PBIS for student behavior. Positive Behavior Intervention and Support (PBIS) is utilitized across the campus to positively reinforce expectations and behavior. These expectations are established for all settings and explicitly taught which are then routinely reinforced throughout the year. Students receive House Points for exhibiting expected behavior which

can be used to purchase a positive award of choice. We have also established House Meetings through Ron Clark which have established vertical grade level friendships/mentorships. We also hold all school House Rally's to emphasize house spirit. The Purposefull People program continues to be utlitized during the 2026-2027 school year across our building to focus on social emotional learning and character development. Home connections for Purposefull People are sent home monthly.

Bison Time was established in January 2017 to provide opportunities for Bethke learners to collaborate with peers to enhance and develop their skills. Students in grades k-1 have enrichment time dedicated to exploration, engagement and excitement.

Safety drills are performed frequently and efficiently.

Problem Statements Identifying School Processes & Programs Needs

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

Problem Statement 2: Ensure we are meeting the intervention requirements designated through HB 3.
Root Cause: There are a significant number of students who were not able to attend our campus summer camp to get a head start on the hours, so hours must be completed within the school day.

Perceptions

Perceptions Summary

Bethke Elementary just completed it's 9th academic year. The campus is a in a high growth area within the school district. The campus is located in the Ventana Lakes Subdivision and the majority of the student population is represented by the neighborhoods surrounding the school. Even with the opening of the Elyson community and multiple new schools to relieve that growth, Bethke’s enrollment continues to grow. The parents, community and staff continue to be excited about our Bethke Elementary learning community.

The PTA continues to be an active part of our educational community. Bethke Elementary volunteers are ready and willing to assist with any teacher request. The PTA has significantly increased in membership and helps us reach out to our community to build partnerships. .

Bethke Elementary has created a rich learning environment for the students that are served through a focus on voice and choice within the classroom. Most teachers have incorporated some type of flexible seating and flexible work spaces in their classrooms. Our teachers, staff and students have learned to utilize the vast amount of flexible learning spaces within building. Our Bethke team consistently provides our stakeholders with updated information regarding the instructional setting and changes via electronic communication such as S'more, grade level newsletters, and Blackboard.

The staff and PTA offered roughly twenty different evening events in 2025-2026 to build relationships among the school community. They ranged from PTA general meetings to International Night, Trunk or Treat, and a Bison Ball. Volunteers are highly encouraged to help in our Volunteer Center as well as by helping individual teachers as requested. Principal Coffee's will continue to provide families and community members a forum to discuss questions or concerns. A "Popsicles on the Playground" kicked off the school year so that the community could meet leadership and staff.

Our campus continues to offer 3rd, 4th and 5th graders the opportunity to become student leaders in a variety of areas.

Perceptions Strengths

The Pulse survey is utilized across the district as a way to receive current feedback on the culture of the campus. CBE administrators regularly look at the results of this survey and make adjustments accordingly. In addition, administrators respond to the feedback so that staff understands they are heard. Incentives are given to staff for completing the survey. We have over a 90% completion rate.

CBE leaders are committed to being visible within the building on a daily basis as well as encouraging an "open door policy" for all staff.

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

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Bethke Learners are experiencing higher levels of anxiety and stress.
Root Cause: This could be attributed to gaps in education from the past few years and uncertainties of our ever-changing learning environment.

Problem Statement 2: A systematic way of expressing suggestions for staff, parents and students should be in place to allow for complete collaboration with the community.
Root Cause: Scheduled surveys should be provided, and examined. Teachers should be encouraged to survey their own parents and students. Parents should be given an easy way to appreciate staff members for their efforts.

Priority Problem Statements

Problem Statement 1: Our campus has roughly 32% of students identified as needing special education services. We are working to increase instructional effectiveness with this student population.

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

Problem Statement 1 Areas: Demographics

Problem Statement 2: We have 30% of our students who are Limited English Proficient, indicating the need for instructional strategies that go beyond the verbal delivery. We believe our percentage would be lower if students had not denied bilingual services coming from their previous campus.

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

Problem Statement 2 Areas: Demographics

Problem Statement 3: 2025-2026 STAAR data shows that Special Education students are having more success in ELAR, while math scores tended to decrease across grade 3,4, and 5.

Root Cause 3: 32% of students at Bethke qualify for Special Education programming. Many of these students are in general education classes but below grade level. Bethke houses multiple units of special education programs.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Bethke LEP students in 3/4/5 showed an overall improvement. They scored higher and lower across the board . We will address each grade level based on their needs.

Root Cause 4: At-risk factors limit our students' background knowledge, and many lack academic models at home.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: STAAR data indicates that our Math performance in approaches and meets increased from the previous year while masters stayed the same. Approaches 69%, Meets 46%, an Masters 19%.

Root Cause 5: Teachers will continue to match the rigor and spiral our lowest TEKS.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Horizontal and vertical team alignments processes

Goals

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: ESF: At CBE we will work to show growth among all sub-populations, ensuring that all groups meet targets by the end of the 2026-2027 school year. Special notice will be given to our sub-populations that include our special education students.

Evaluation Data Sources: Summary Data Reports, Campus CBA's, Classroom Assessments, MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: We will formally review data twice a semester with the district assessment team in Math and Reading during the school year and include an analysis of student groups to ensure we are meeting their needs. If progress is not being made, additional supports will be provided. **Strategy's Expected Result/Impact:** Through these data conferences, student interventions will be modified to ensure students are making growth. **Staff Responsible for Monitoring:** Admin Team, Instructional Coaches **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Small group checklists will be used by the leadership team during scheduled learning walks to assess progress in small group implementation. The leadership team will specifically monitor the differentiated strategies from Math and Reading progressions/HMH during small group instruction to accommodate all levels of learning in the classrooms. **Strategy's Expected Result/Impact:** Scores in each sub population will increase. **Staff Responsible for Monitoring:** 3rd, 4th and 5th grade teachers, ESL, Instructional Coaches, Administration **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: We will maximize the impact on instruction by utilizing effective intentional data meetings and planning with special education team members. Special Ed Teachers will use data to target instruction during ELT Time to ensure deficits are addressed. **Strategy's Expected Result/Impact:** Targeted data conversations will ensure individualized needs are addressed for growth. **Staff Responsible for Monitoring:** Admin Team, Instructional coaches and staff **ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4: 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. In addition, each grade level will participate in a parent/student night to showcase learner outcomes in PE class. **Staff Responsible for Monitoring:** Physical Education teachers Adminsitrators				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: Targeted ESL students and those needing intervention hours will participate in before/after school extended day support.

Evaluation Data Sources: tutorials, Amira, MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: ESL staff members will identify those in need of before/after school extended day support and provide that starting 2nd semester. **Strategy's Expected Result/Impact:** ESL students in 3-5 scores will increase **Staff Responsible for Monitoring:** ESL staff memebers, admin **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Our campus has roughly 32% of students identified as needing special education services. We are working to increase instructional effectiveness with this student population. **Root Cause**: There are more students joining our campus in need of special services and more students qualifying for these services. Our campus offers many Special Education programs. These students are performing lower than our general education students.
Student Learning
Problem Statement 3: Bethke LEP students in 3/4/5 showed an overall improvement. They scored higher and lower across the board . We will address each grade level based on their needs. **Root Cause**: At-risk factors limit our students' background knowledge, and many lack academic models at home.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: 3rd, 4th, and 5th grade students will demonstrate a 5% increase in mathematics Approaches, Meets, and Masters performance levels by the end of the school year, as measured by CBA, STAAR, and MAP assessments.

Evaluation Data Sources: CBAs, MAP, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: We will utilize district vetted assessments and have intentional/purposeful data conversations that address low/high TEKS, misconceptions, and next steps to address our needs. **Strategy's Expected Result/Impact:** increased scores **Staff Responsible for Monitoring:** classroom teachers, admin, leadership team **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: STAAR data indicates that our Math performance in approaches and meets increased from the previous year while masters stayed the same. Approaches 69%, Meets 46%, an Masters 19%. **Root Cause**: Teachers will continue to match the rigor and spiral our lowest TEKS.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: Overall student attendance will increase for the 2026-2027 school year by 1.5%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Each 9 weeks students with 100% attendance with be rewarded with incentives. We will also post weekly our daily attendance rate in our Smore and on our marquee. **Strategy's Expected Result/Impact:** increase attendance **Staff Responsible for Monitoring:** attendance clerk, AP's, Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: Increase the number of students participating in the campus Coordinated Health Program

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
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				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: ESF: 90% of our teachers will be utilizing purposeful, data-driven small group time efficiently as evidenced by learning walk data and specified small group time built into schedules.

Evaluation Data Sources: Learning walk data, schedules built that indicate small group learning time

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 7: HB3: The percent of Bethke Elementary 3rd grade students who achieve meets and above in Reading will increase to 67% by July 2027.

High Priority

HB3 Goal

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 8: HB3: The percent of Bethke Elementary 3th grade students who achieve Meets and above in Math will increase to 40% by the end of July 2027.

High Priority

HB3 Goal

Evaluation Data Sources: end of unit exams, checkpoints, MAP, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Teachers will use intentional/purposeful/differentiated small groups to address student needs. We will also use ASTs for our Tier 2 and Tier 3 students. **Strategy's Expected Result/Impact:** increased schools **Staff Responsible for Monitoring:** teachers, leadership team, ASTs **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 9: 3rd, 4th, and 5th grade students will demonstrate a 5% increase in ELAR Approaches, Meets, and Masters performance levels by the end of the school year, as measured by CBA, STAAR, and MAP assessments.

HB3 Goal

Evaluation Data Sources: End of Unit exams, HMH, district assessments, MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Teachers will use purposeful/intentional/differentiated small groups to address student needs. We will also use ASTs for our Tier2 and Tier 3 students. **Strategy's Expected Result/Impact:** increase scores **Staff Responsible for Monitoring:** teachers, AST, leadership team **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Teachers will participate in various intentional data conversations to identify student needs and plan for growth. **Strategy's Expected Result/Impact:** Increased scores **Staff Responsible for Monitoring:** Teachers, ASTs, and leadership				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 9 Problem Statements:

Student Learning
Problem Statement 1: STAAR data indicates that our Math performance in approaches and meets increased from the previous year while masters stayed the same. Approaches 69%, Meets 46%, an Masters 19%. **Root Cause**: Teachers will continue to match the rigor and spiral our lowest TEKS.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 10: By April 2027, 85% of small group instruction sessions will be differentiated based on student needs which will close the academic growth gaps in grades 3, 4 and 5.

Evaluation Data Sources: Reviewing campus-based assessments, MAP data, KLA data, and our small group rubric data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Leadership will conduct weekly small group observations using our small group rubric and discuss results/next steps during our weekly leadership meetings. We will send teachers feedback with next steps. **Strategy's Expected Result/Impact:** Students will show increased growth. **Staff Responsible for Monitoring:** Teachers and Leadership				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Teachers will use a data folders to track growth based on CBAs and KLAs. **Strategy's Expected Result/Impact:** individual student growth **Staff Responsible for Monitoring:** teacher and leadership				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 11: Ensure effective implementation of language programs by providing differentiated instructional support, aligning classroom practices with program content goals, and maintaining fidelity to district approved program models to maximize student language development across all grade levels.

Evaluation Data Sources: observations, student work, EB student language and academic progress data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Conduct regular classroom walkthroughs to monitor fidelity to district approved language program models and alignment of instructional practices with program expectations. **Strategy's Expected Result/Impact:** Teachers will demonstrate increased fidelity to langauge program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. **Staff Responsible for Monitoring:** EB Specialist and Administrators				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 12: Provide targeted, differentiated instruction and progress monitoring, using integrated second language acquisition methods to ensure equitable access to grade-level content and measurable growth in all domains.

Evaluation Data Sources: TELPAS and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Use EB student language proficiency and academic data to identify instructional needs and plan targeted, differentiated, grade-level instruction incorporating appropriate second language acquisition supports. **Strategy's Expected Result/Impact:** Increase in English language proficiency and academic performance, as evidenced by measurable growth in TELPAS and/or STAAR **Staff Responsible for Monitoring:** EB Specialist and Administrators **Problem Statements:** Student Learning 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 12 Problem Statements:

Student Learning
Problem Statement 3: Bethke LEP students in 3/4/5 showed an overall improvement. They scored higher and lower across the board . We will address each grade level based on their needs. **Root Cause**: At-risk factors limit our students' background knowledge, and many lack academic models at home.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 13: Provide targeted interventions for students receiving Tier and 3 strategies to improve academic growth and achievement on State Assessments.

Evaluation Data Sources: MAP, STAAR, CBAs, LMAs, and AST progress monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: ASTs will meet during kid chats, school improvement meetings, and our data wall/file folder meetings in order to track their students' growth and determine next steps. **Strategy's Expected Result/Impact:** student growth **Staff Responsible for Monitoring:** ASTs, leadership **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 13 Problem Statements:

Student Learning
Problem Statement 1: STAAR data indicates that our Math performance in approaches and meets increased from the previous year while masters stayed the same. Approaches 69%, Meets 46%, an Masters 19%. **Root Cause**: Teachers will continue to match the rigor and spiral our lowest TEKS.

Goal 2: 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: Academic vertical teams will meet to discuss/refine campus assessment practices. Data will be examined to determine how teaching is being impacted by our assessment practices. These groups will meet throughout the year (monthly or bi-monthly) to review norms and expectation and provide input and suggestions.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Academic committees will be focused on data with the purpose of school improvement. Data and vertical alignment will be discussed and reflected upon throughout committee meetings. Most will meet monthly, some bi-monthly and notes will be shared on the campus drive. Current Academic Committees include: *Math *Science *ELA *SS **Strategy's Expected Result/Impact:** scores will increase because we are having specific/intentional vertical data discussions **Staff Responsible for Monitoring:** Administrators , Instructional Coaches, Counselors, Instructional Coordinator **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: 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: All teachers will be ESL certified within one year of their hire date.

Evaluation Data Sources: state certification

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Provide necessary training and classes to have all teachers complete their ESL certification within the first year of teaching at Bethke. **Strategy's Expected Result/Impact:** Become ESL certified **Staff Responsible for Monitoring:** ESL teachers, ESL team leader, Admin. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: 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: Bethke Elementary in partnership with our parents and community will continue to develop a PTA and create unique opportunities for parents and community members to support the learners at Bethke Elementary.

Evaluation Data Sources: Volunteer hours and surveys will be collected throughout the school year to determine the effectiveness of our PTA efforts. In addition, Principal Coffee meetings will be held to gain feedback. In addition, parent surveys will be collected to determine community needs and refine our instruction to meet the needs of parents.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Maintain and recruit parents to participate in PTA activities and volunteer activities including: WATCH Dog Dads PTA recruitment breakfast Small Group Reading Helpers Parent/Principal Coffees (4) Trunk or Treat Spirit Night events Fundraising partnerships Communicate about these activities and efforts through weekly SMORE newsletters, team newsletters, and individual teacher communication. **Strategy's Expected Result/Impact:** Monthly Board meetings will be held and other timelines will be met in conjunction with PTA guidelines. Surveys and volunteer hours will be collected to determine areas for celebration and growth. **Staff Responsible for Monitoring:** Administrators, Members				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: 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: Strengthen family and community engagement by providing meaningful opportunites for parents and families of EB students to participate in educational activities, events, and partnerships that support student achievement, belonging, and overall success throughout the school year.

Evaluation Data Sources: Parent/Family engagement participation data, event attendance records, parent feedback surveys, infomation flyers, and documentation of family and community partnerships.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Develop partnerships with families and community organizations to provide resources and opportunites that support EB student success. **Strategy's Expected Result/Impact:** Increased parent/family participation and stronger school partnerships will provide familes of EB students with the knowledge, resources, and opportunities needed to support student achievement, belonging, and overall success. **Staff Responsible for Monitoring:** EB Specialist and Administrators				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the emotional well-being of students and staff.

Performance Objective 1: Bethke will implement the Ron Clark House system as our main source of PBIS. In addition, we will use Character Strong, PurposeFULL people program campus-wide resulting in fewer discipline referrals as compared to discipline data from the past year. Specials teachers as well as the counselor will be involved in teaching these meetings weekly.

Evaluation Data Sources: House leaderboard (visible in the main hall), discipline dashboard, agendas and calendars from PurposeFULL people morning meetings, Counselor Guidance Lesson Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: All staff will use campus-wide PBIS for all common areas and Bethke will create specific modeling/training times with students. In addition, morning meetings will be held daily to allow students to share concerns and celebrations, building a classroom community. **Strategy's Expected Result/Impact:** Classes will use weekly targeted PBIS focus (on staff calendar) as a springboard for class discussions. Each matrix will be presented/modeled on live morning announcements. Student survey used to determine effectiveness of K-2 and 3-5 reward system. Use of full-time LSSP included in all Behavior RTI Collaboratives. Morning meeting strategies will be shared and modeled for teachers. **Staff Responsible for Monitoring:** All Teachers, Administrators , Instructional Coaches, Counselors, Instructional Coordinator				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: The Character Strong PurposeFULL people curriculum will be delivered to all students pre-k through 5th grade daily during morning meetings, as documented on the calendar, during morning announcements, and guidance lessons will be delivered during our specials rotation. In addition, "Bison Time" will be utilized to teach one Purposefull People lesson with hands-on extensions on Fridays. **Strategy's Expected Result/Impact:** Discipline referrals will decrease and campus culture between students will increase. **Staff Responsible for Monitoring:** Counselor, Classroom Teachers,				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: Regular information on bullying prevention and violence prevention will be provided to students, parents and staff. Specifically, what constitutes bullying and what students should do if confronted with violence. **Strategy's Expected Result/Impact:** The amount of entries into the Katy ISD bullying portal will be reduced as well as student discipline referrals coded as bullying/harassment or inappropriate physical contact. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the emotional well-being of students and staff.

Performance Objective 2: Bethke will create a partnership with our bus drivers to create a safe environment on the bus which was indicated as the most unsafe space via the Student Safety Survey.

Evaluation Data Sources: student safety survey, training with Ron Clark app, bus matrix, seating charts

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Our AP will provide popsicles to the bus with the best behavior. We will also provide the bus drivers with the Ron Clark app so they can give house points. **Strategy's Expected Result/Impact:** Students will feel more safe on the bus **Staff Responsible for Monitoring:** Mrs. Carr and bus drivers **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Small group checklists will be used by the leadership team during scheduled learning walks to assess progress in small group implementation. The leadership team will specifically monitor the differentiated strategies from Math and Reading progressions/HMH during small group instruction to accommodate all levels of learning in the classrooms.

State Compensatory

Budget for Bethke Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Bethke Elementary

Name	Position	FTE
Barrett Ross	Academic Support Teacher	1
Melody Clark	Academic Support Teacher	1

Addendums

The Percent of **Bethke** Elementary 3rd Grade students who achieve Meets and above in Reading will increase fro 59% to 64% by July 2029.

Bethke: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	59%	61%	67%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	60%	61%	67%	68%	68%
		Met Internal Goal	-	Yes	Yes			

MET 2029 Goal in 2026

Bethke: Targets	3rd Grade Reading Meets or Above		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	47	55%	63	56%	25	52%	0		14	100%	0		7	57%	39	21%	81	54%	39	62%
		2025 Actual	40	48%	58	59%	25	72%	0		24	83%	0		8	38%	45	31%	84	51%	49	59%
		2026 Target		**58%**														**41%**				
		2026 Actual	39	59%	51	71%	17	71%	0		24	67%	0		7	71%	40	35%	68	51%	36	64%
		Met Target		Y														N				
		2027 Target										**77%**						**45%**				

The Percent of **Bethke** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 33% to 38% by July 2029.

Bethke: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	33%	41%	39%			
		State Rate	40%	44%	44%			
		Met State Rate	No	No	No			
		Internal Goal	-	34%	42%	40%	41%	42%
		Met Internal Goal	-	Yes	No			

MET 2029 Goal in 2025
MET 2029 Goal in 2026

Bethke: Targets	3rd Grade Math Meets or Above		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	47	23%	62	34%	25	32%	0		14	64%	0		7	29%	39	18%	81	26%	39	41%
		2025 Actual	40	28%	58	36%	25	56%	0		24	54%	0		8	50%	45	13%	84	29%	49	37%
		2026 Target										**64%**						**23%**				
		2026 Actual	39	23%	51	35%	17	41%	0		24	71%	0		7	43%	40	8%	68	22%	36	44%
		Met Target										Y						N				
		2027 Target						**51%**										**18%**				

August 2026
Source: STAAR Data
Department of Research, Assessment, and Accountability