

Katy Independent School District
Bethke Elementary
2023-2024 Campus Improvement Plan



Mission Statement

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

Vision

Building a Legacy!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Catherine Bethke Elementary (CBE) is located in the Ventana Lakes Subdivision in Katy, Texas and serves students in Pre-Kindergarten through Fifth grades from various and diverse backgrounds. CBE opened as a new campus in the fall of 2016 with an initial enrollment of approximately 640 students, and later grew to over 1,400 students 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 will see some relief as a new elementary school has opened to relieve students.

The 2023-2024 ethnic make-up of CBE consists of 42% Hispanic, 24.25% White, 16% Black or African American, 13% Asian, 0% Native American/Alaskan Native and 5.10% two or more races. Catherine Bethke Elementary's student groups consist of 31.2% Economically Disadvantaged, 32% At Risk, 28% Limited English Proficiency(LEP), 10% English as a Second Language (ESL), 24% Special Education and 3% 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, instructional coaches, 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 Extended Learning 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

spacing. 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 continuously 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 near 25% of our students who are Limited English Proficient, indicating the need for instructional strategies that go beyond the verbal delivery. We believe our percentage would be higher if students had not denied bilingual services coming from their previous campus. **Root Cause:** Our state and district are increasingly becoming more diverse which has an impact on our campus

Problem Statement 2 (Prioritized): Our campus has 24% 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 success 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 2022 Data

	DNP (did not participate)	Approach Grade Level	Meet Grade Level	Master Grade Level
District (Katy ISD)		25%	21.1%	38.2%
CBE Reading		86%	61%	39%
CBE Math		77%	49%	24%
CBE Science		73%	41%	20%

Bethke has been given a rating of a B. We met 85% of our Reading grade level performance targets, and 83% of our Math grade level performance targets. As a campus all of our student groups met the established target for academic growth. Our English Language Learners met the English Language Proficiency goal. 84% of our student groups met the established STAAR student achievement performance goal.

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 Extended Learning Time, 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. Our 2022-2023 STAAR data substantiates that our continuous efforts are positively impacting our students.

In the 2022-2023 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. Due to the hard work of staff and students, Bethke was able to improve student achievement and meet the federal requirements for all subjects. 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 showed a significant decrease from the previous year: Approaches 77% (2022) **% (2023), Meets 49% (2022) **% (2023), Masters 24% (2022) **% (2023). **Root Cause:** State and district data showed Math scores with a decreasing trend this year.

Problem Statement 2 (Prioritized): 2023 STAAR data shows that Special Education students are scoring below all other student groups in all subject areas. **Root Cause:** 24% 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 grades 3rd/4th/5th scored between 5-11% lower at the Approaches level, 7-19% lower at the Meets, and 6-13% lower at Masters Grade Level on the reading STAAR test. **Root Cause:** At-risk factors limit our students' background knowledge, and many lack reading models at home. Some students may not be completing I-Station assessments and lessons at home, therefore may be lacking in basic decoding skills.

School Processes & Programs

School Processes & Programs Summary

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

Bethke Elementary has highly dedicated and professional teachers that have been highly recruited. 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 and 12 chrome books in 2nd - 5th grades to ensure that our students are adequately practicing for online testing. Teachers and students have access to the computer lab, printers, and the availability to check-out additional technology from the library.

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

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

School Processes & Programs Strengths

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

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

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

Bethke implemented the Ron Clark House system during the 2022-2023 school year. During the 2023-2024 school year, it will be the main PBIS for student behavior. Positive Behavior Intervention and Support (PBIS) is utilized across the campus to positively reinforce expectations and behavior. These

expectations are established for all settings and explicitly taught which are then routinely reinforced throughout the year. Students receive Bison Bucks for exhibiting expected behavior which can be used to purchase a positive award of choice. The Purposefull People program continues to be utilized during the 2023-2024 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-2 have enrichment time dedicated to exploration, engagement and excitement. Grades 3-5 work on Purposefull People lessons during this time and make connections through journaling and other student-centered activities.

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 15/30 hour intervention requirement designated through HB 1618. **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 its fifth academic year. The campus is 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 a new school 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 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, the Remind app and Microsoft Teams.

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

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

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 for staff to complete the survey, and overall approximately 40% do.

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 (Prioritized): 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 24% 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 near 25% of our students who are Limited English Proficient, indicating the need for instructional strategies that go beyond the verbal delivery. We believe our percentage would be higher if students had not denied bilingual services coming from their previous campus.

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

Problem Statement 2 Areas: Demographics

Problem Statement 3: 2023 STAAR data shows that Special Education students are scoring below all other student groups in all subject areas.

Root Cause 3: 24% 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 grades 3rd/4th/5th scored between 5-11% lower at the Approaches level, 7-19% lower at the Meets, and 6-13% lower at Masters Grade Level on the reading STAAR test.

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

Problem Statement 4 Areas: Student Learning

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

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

Problem Statement 5 Areas: Perceptions

Problem Statement 6: STAAR data indicates that our Math performance showed a significant decrease from the previous year: Approaches 77% (2022) **% (2023), Meets 49% (2022) **% (2023), Masters 24% (2022) **% (2023).

Root Cause 6: State and district data showed Math scores with a decreasing trend this year.

Problem Statement 6 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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Dyslexia data

Employee Data

- Campus leadership data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data



- Parent engagement rate







Goals

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

Performance Objective 1: ESF: At CBE we will work to close gaps among all sub-populations, ensuring that all groups meet targets by the end of the 2023-2024 school year. Special notice will be given to our sub-populations that include our special education students and our Asian students.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: We will formally review data every 90 days 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.</p> <p>Strategy's Expected Result/Impact: Through these data conferences, student interventions will be modified to ensure students are making growth.</p> <p>Staff Responsible for Monitoring: Admin Team, Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>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 during small group instruction to accommodate all levels of learning in the classrooms.</p> <p>Strategy's Expected Result/Impact: Scores in each sub population will increase to 90%.</p> <p>Staff Responsible for Monitoring: 4th and 5th grade teachers, ESL, Instructional Coaches</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: We will maximize the impact on instruction by utilizing effective co-teach strategies by collaboratively planning with special education team members. Special Ed Teachers will use data to target instruction during ELT Time to ensure deficits are addressed. IEP's for special education students not meeting standards on STAAR will be written, implemented and monitored.</p> <p>Strategy's Expected Result/Impact: A streamlined planning process will ensure individualized needs are addressed through collaborative teaching.</p> <p>Staff Responsible for Monitoring: Admin Team, Instructional coaches and staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Physical Education teachers Adminsitrators</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: In addition, targeted ESL students and those needing intervention hours will participate in before/after school extended day support (i.e. Dreambox, tutorials, Amira).

Evaluation Data Sources: Dreambox, tutorials, Amira

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

Performance Objective 3: 80% of 3rd, 4th ,and 5th grade students will show growth this school year as measured on assessments (CBA's, STAAR) in the area of Math.

Evaluation Data Sources: PD given to teachers throughout the school year, targeted on Small group instruction.

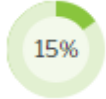




Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: Overall student attendance will increase for the 2023-2024 school year by 1.5% (from 95.51% to 97%).

Goal 1: 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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 6: ESF: 90% of our teachers will be utilizing 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: 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 63% by July 2024.

HB3 Goal

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






Performance Objective 8: HB3: The percent of Bethke Elementary 3rd grade students who achieve Meets and above in Math will increase to 46% by July 2024.

HB3 Goal

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

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






Evaluation Data 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			
<p>Strategy 1: Committees will be focused on data with the purpose of school improvement. Practices and Shared Agreements will be examined and refined throughout committee meetings. Most will meet monthly, some bi-monthly and notes will be shared on the campus drive. Current Committees include:</p> <ul style="list-style-type: none"> *PBIS *Safety *Math/Science Vertical *ELA/SS Vertical *Sunshine Committee *Teachers Observing Teachers *Bison Time/Purposefull People *Garden Committee *Team Leader <p>Strategy's Expected Result/Impact: Minutes and agendas from each meeting will be submitted and reviewed. Changes based on shared agreements will be made and communicated throughout the staff. Surveys throughout the year will be collected to determine future strategies/goals.</p> <p>Staff Responsible for Monitoring: Administrators , Instructional Coaches, Counselors, Instructional Coordinator</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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



Evaluation Data 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			
<p>Strategy 1: Maintain and recruit parents to participate in PTA activities and volunteer activities including:</p> <p>WATCH Dog Dads PTA recruitment breakfast Small Group Reading Helpers Parent/Principal Coffees (4) Trunk or Treat Spirit Night events Fundraising partnerships</p> <p>Communicate about these activities and efforts through weekly SMORE newsletters, team newsletters, and individual teacher communication.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators, Members</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: Bethke will implement the Ron Clark House system as our main source of PBIS. In addition, 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			
<p>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.</p> <p>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.</p> <p>Student survey used to determine effectiveness of K-2 and 3-5 reward system.</p> <p>Use of full-time LSSP included in all Behavior RTI Collaboratives.</p> <p>Morning meeting strategies will be shared and modeled for teachers.</p> <p>Staff Responsible for Monitoring: All Teachers, Administrators , Instructional Coaches, Counselors, Instructional Coordinator</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will decrease and campus culture between students will increase.</p> <p>Staff Responsible for Monitoring: Counselor, Classroom Teachers,</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Bethke will provide ongoing training on the process of reporting bullying, as indicated in the Student Safety Survey.

Evaluation Data Sources: student safety survey, counselor guidance lessons, disciplinary talks with students

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

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Personnel for Bethke Elementary

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

Addendums

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

Accountability Rating Summary

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

Identification of Schools for Improvement

This campus is identified for additional targeted support.

Distinction Designations

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

The percent of **Bethke** Elementary 3rd grade students who achieve Meets and above in Reading will increase **42%** to **63%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			43%	45%	62%	63%
Actual	45%	42%	41%	61%	62%	
Met Goal			N	Y	N	

		# 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	# LEP	% LEP	
Bethke	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	43	28%	104	36%	64	56%	0		25	52%	1	100%	9	44%	37	16%	96	28%	75	35%
		2021 Actual	17	53%	58	24%	25	64%	0		11	55%	0		8	50%	14	21%	42	26%	39	26%
		2022 Actual	32	50%	72	51%	37	70%	0		17	94%	0		10	70%	25	36%	71	56%	35	54%
		2023 Target		60%		36%		61%				72%		100%		44%		46%		33%		35%
		2023 Actual	46	63%	71	61%	36	56%	0		24	75%	0		3	33%	35	31%	83	54%	46	63%
		Met Target		Y		Y		N				Y				N		N		Y		Y
		2024 Target		60%		36%		66%				72%		100%		44%		41%		33%		35%

The percent of **Bethke** Elementary 3rd grade students who achieve Meets and above in Math will increase for **39%** to **46%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			40%	42%	45%	46%
Actual	53%	39%	37%	44%	43%	
Met Goal			N	Y	N	

		# 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	# LEP	% LEP	
Bethke	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	43	30%	104	33%	64	53%	0		25	48%	1	0%	9	44%	37	24%	96	26%	75	33%
		2021 Actual	17	18%	58	26%	25	64%	0		11	64%	0		8	38%	14	7%	42	21%	39	18%
		2022 Actual	32	31%	72	33%	37	59%	0		17	76%	0		10	50%	25	8%	71	39%	35	40%
		2023 Target		30%		43%		53%				78%		0%		44%		18%		31%		38%
		2023 Actual	47	40%	71	39%	36	42%	0		24	67%	0		3	0%	35	17%	84	33%	46	39%
		Met Target		Y		N		N				N				N		N		Y		Y
		2024 Target		30%		43%		52%				78%		0%		44%		27%		31%		38%