

Katy Independent School District
Bethke Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



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!

Comprehensive Needs Assessment

Revised/Approved: August 27, 2018

Demographics

Demographics Summary

Bethke Elementary opened in the fall of 2016 with an initial enrollment of around 640 students. Bethke has grown to 1,324 students, as of August 2018, and continues to enroll new students almost daily. Bethke is currently one of the fastest growing elementary schools in Katy ISD.

During the 2017-2018 school year, 43.1% of our students were economically disadvantaged, 22.5% were second language learners and 17% were Special Education students. Bethke had 56% At-Risk with 1.1% of learners being identified as Gifted/Talented. The population of Bethke Elementary consists of the following ethnicities and races: Hispanic: 43.8%, White: 28.5%, Black/African American: 15.5%, Asian 7.29%, Two or More Races: 4.24%.

At the opening of the 2018 - 2019 school year, 41.5% of our students were economically disadvantaged, 16.1% were second language learners and 13.1% were served under Special Education. Bethke also had a 41.3% At-Risk population and 1.6% were identified as Gifted/Talented. The population of Bethke consisted of the following ethnicities and races in the fall of 2018: Asian: 7.02%, Black/African America: 18.58%, Hispanic: 42.37%, Two or More Races: 4.31% and White: 27.34%.

When Bethke opened in August 2016, we welcomed highly qualified educators from other KatyISD campuses, out of district, and out of state. Our school believes that employing high-quality, talented staff is essential for student academic growth. Teachers attend professional development collaborative sessions throughout the year. The 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, out of district conferences/workshops. In addition to professional development, weekly grade level collaboratives/planning and long range planning/trainings will reinforce what educators are learning. Our new staff members are mentored by several campus master teachers weekly through collaborative conversations/modeling.

Demographics Strengths

Bethke has a diverse population that is drastically growing. Academic Support, ESOL and classroom teachers provide intervention during Extended Learning Time to students who are found to be performing below grade-level expectations. 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 collaboratives/planning strengthen instruction through conversations about student misconceptions on various concepts and curriculum scope/sequence pacing. Our Connected Learner technology staff development opportunities have helped our staff become more adept to using technology as a resource during our lesson planning.

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 KatyISD's reputation. Our families value education and are committed to their student's success.
2. Our parents are excited about partnering with our school. Parent Teacher Association has many new members.
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

Grade level educators long range plan 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 occur throughout the year for every teacher

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus has 13% 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. These students are performing lower than our general education students.

Problem Statement 2: We have 18% 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 3: 41% of Bethke's student population are considered at-risk. This is above the district average. Four out of every ten students has one or more characteristics affiliated with increased chance of drop out. We are responsible for mitigating the effects of these characteristics. **Root Cause:** Our at-risk population of students continues to increase each month.

Student Academic Achievement

Student Academic Achievement Summary

Our campus made Met Standard according to the 2018 STAAR Test results.

Our teachers regularly designed and administered common assessments, analyzed resulting student performance data, and implemented specific intervention/remediation based on this data.

Teachers differentiated instruction through guided reading, writing, math and science.

During Extended Learning Time, students were flexibly grouped so that differentiated instruction and intervention could be provided.

Additional intervention was offered during before school tutorials for students needing Tier III intervention during Extended Learning Time, as well as intervention in another content area.

Many of the problems Bethke faces in relation to student achievement relates to special education students. The performance of our special education students is consistently much lower than other subpopulations.

STAAR 2018

STAAR Math 60% Met Standard – compared to district 26.5% Met Standard

STAAR Math 27% Masters Level – compared to district 39.9% Masters Level

STAAR Reading 50% Met Standard – compared to district 24.9% Met Standard

STAAR Reading 23% Masters Level – compared to district 39.6% Masters Level

STAAR Writing 36% Met Standard - compared to 35.9% Met Standard

STAAR Writing 6.9% Masters Level - compared to 21% Masters Level

STAAR Science 45% Met Standard - compared to district 28.3% Met Standard

STAAR Science 15.3% Masters Level - compared to district 30.8% Masters Level

Many of our Special Education students enrolled in Bethke had many minutes of resource services in a pull out setting. We believe that more academic growth happens for special education students who remain in the general education setting with in-class support. During the 2017-2018 school year, we worked with our SPED educators, general education educators, and parents to provide students with increased in-class support to enhance first teach opportunities.

Our Instructional Coaches will continue to support teachers through data analysis and modeling effective first teach strategies.

Student Academic Achievement Strengths

From the 2018 school year

* 4th grade Math & Reading subpop made progress- 59% (Black/African American) and 34.5% of them exceeded progress (10 out of 29)

* 5th grade Reading subpop made progress- 86% (Black/African American) and 31.8% of them exceeded progress (7 out of 22)

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: STAAR data indicates that 4th Grade Writing performance needs to increase. 1% scored an 8 on his/her essay; 14% scored a 5; 41% scored a 4 or less. Too many students are unable to effectively develop and communicate their ideas in writing. **Root Cause:** Students are not effectively able to elaborate in their writing and have an uneven quality of writing instruction across the campus. Teachers need more training in effective writing/grammar instruction and conferencing.

Problem Statement 2: 2018 STAAR data reveals that Special Education students score significantly below all other student groups in 6 subject areas. **Root Cause:** Root causes include lack of in-class instruction time for some and lack of time for effective communication between SPED staff and general education teachers. The majority of our in-class support SPED staff is new to Bethke and to Katy ISD, they are having to learn systems. It is important to target interventions for specific gaps in student learning.

Problem Statement 3: Bethke LEP students in grades 3rd/4th/5th scored between 18-20% lower on 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, 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. We are adding staff due to increased student numbers. 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 4 ipads. Additional desktops are in the primary grades and netbooks are in the upper grades. 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 monthly and topics presented are in direct relation to items we identified as areas of growth on campus needs assessment.

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.

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 are assigned to clusters based on student individual interest to develop creative products or services and decide how they will use this time to impact the surrounding community. Each group meets for an hour each Friday over a ten week period of time.

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.

Perceptions

Perceptions Summary

Bethke Elementary just completed its second 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. With the opening of Elyson and other new developments, Bethke's enrollment has continued to climb. The parents, community and staff continue to be excited about the growth and new school community being created with the opening of the new junior high and high schools just across the street from Bethke Elementary.

The PTA continues to strengthen as well as the school's volunteers. Bethke Elementary volunteer hours exceeded over 10,000 hours with over 120 volunteers during the 2017 – 2018 school year. The PTA has almost tripled its membership since the fall of 2016.

Bethke Elementary created a rich learning environment for the students that are served through a focus on voice and choice within the classroom. The campus also created a new student enrichment model referred to as Bison Time which also provided the students and teachers choice. 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.

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 roundtable 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.

In 2018 students in 3rd, 4th and 5th grade are given opportunities to become student leaders in a variety of areas.

Perceptions Strengths

The May 2017 and 2018 workplace survey showed that employees at Bethke feel valued and feel they have ownership of their workplace and classrooms.

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: 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 thier own parents and students. Parents should be given an easy way to appreciate staff members for their efforts.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: July 24, 2017

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

Performance Objective 1: At CBE we will work to close gaps among all sub-populations, ensuring that all groups meet targets by the end of the 2018-2019 school year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) We will review data 4 times per 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.	Admin Team, Instructional Coaches	Through these data conferences, student interventions will be modified to ensure students are making growth.				
Problem Statements: Demographics 2 - Student Academic Achievement 3						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: We have 18% 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
Student Academic Achievement
Problem Statement 3: Bethke LEP students in grades 3rd/4th/5th scored between 18-20% lower on reading STAAR test. Root Cause 3: 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, therefore may be lacking in basic decoding skills.


Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: Student populations will be examined to determine if programs are effectively serving their populations including special ed, ESL and GT populations. Monthly budget and needs meetings will be held with members of these departments. Administration will work collaboratively with district personnel to identify and meet areas of need.


Evaluation Data Source(s) 1: Students in all sub-populations will be provided with adequate support in order to increase student achievement.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Bethke Elem is adding students daily. We will continue to monitor our student population and determine if additional support whether supplies or staff is needed. Communication with specific population departments will occur to update them on program numbers and needs.	ADA, ESOL ISST, SP ED Team Leader, Principal	Scores in each subpopulation will increase to 90% in each subpopulation.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: 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 Source(s) 1: 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.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Committees will be focussed on deata 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: *PBIS *Safety *Math/Science Vertical *ELA/SS Vertical *Sunshine Committee *TOT *Bison Time *RDR *Garden Committee *Team Leader	Administrators , Instructional Coaches, Counselor,Instructional Coordinator	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 goals for the next year.				
Problem Statements: Student Academic Achievement 1, 2, 3						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: STAAR data indicates that 4th Grade Writing performance needs to increase. 1% scored an 8 on his/her essay; 14% scored a 5; 41% scored a 4 or less. Too many students are unable to effectively develop and communicate their ideas in writing. **Root Cause 1:** Students are not effectively able to elaborate in their writing and have an uneven quality of writing instruction across the campus. Teachers need more training in effective writing/grammar instruction and conferencing.

Problem Statement 2: 2018 STAAR data reveals that Special Education students score significantly below all other student groups in 6 subject areas. **Root Cause 2:** Root causes include lack of in-class instruction time for some and lack of time for effective communication between SPED staff and general education teachers. The majority of our in-class support SPED staff is new to Bethke and to Katy ISD, they are having to learn systems. It is important to target interventions for specific gaps in student learning.

Problem Statement 3: Bethke LEP students in grades 3rd/4th/5th scored between 18-20% lower on reading STAAR test. **Root Cause 3:** 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, therefore may be lacking in basic decoding skills.

Goal 4: 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 Source(s) 1: 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.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Maintain and recruit parents to participate in PTA activities and volunteer activities including: WATCH Dogs Read-Deed-Run Parent/Principal Coffees (4) Communicate about these activities and efforts through weekly SMORE newsletters, team newsletters, and individual teacher communication.	Administrators, Members	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.				
Problem Statements: Perceptions 1						

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: 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 1: Scheduled surveys should be provided, and examined. Teachers should be encouraged to survey thier own parents and students. Parents should be given an easy way to appreciate staff members for their efforts.</p>

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	We will review data 4 times per 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.

State Compensatory

Personnel for Bethke Elementary:

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

Addendums

**Texas Education
Agency**

CONFIDENTIAL

2018 Accountability Ratings Overall Summary

BETHKE EL (101914141) - KATY ISD

	Component Score	Scaled Score	Rating
Overall		81	Met Standard
Student Achievement		79	Met Standard
STAAR Performance	52	79	
College, Career and Military Readiness Graduation Rate			
School Progress		75	Met Standard
Academic Growth	72	75	Met Standard
Relative Performance (Eco Dis: 35.5%)	52	69	Met Standard
Closing the Gaps	91	86	Met Standard

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

Bethke Elementary - Enrollment

Set Enrollment	1,324
Building Enrollment	1,324
District Enrollment	80,108

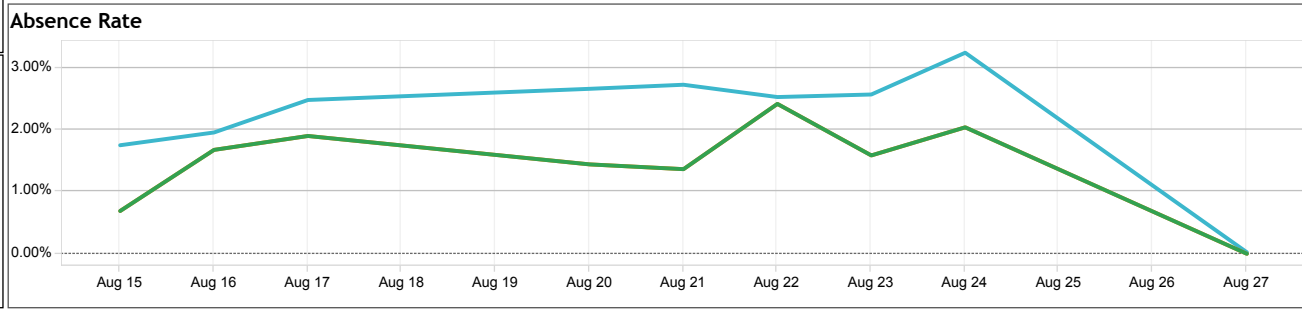
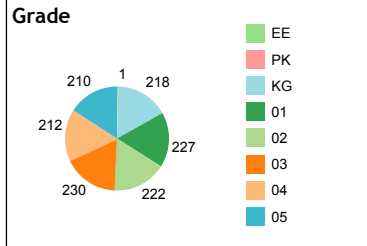
Grade Distribution

Report Type: None

- Grade**
- EE
 - PK
 - KG
 - 01
 - 02
 - 03
 - 04
 - 05

Program
All Students

Apply Filter to District
No



- Measure Names**
- Set
 - Building
 - District

