

**Katy Independent School District**  
**Bear Creek Elementary School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

The Bear Creek Elementary Professional Learning Community will provide a safe, positive learning environment that ensures every child achieves personal academic success to inspire them to be life-long learners through collaboration and engagement with innovative best teaching and learning practices that grow the whole child.

## Vision

Bear Creek Elementary, the heart of the Bear Creek community, empowers engaged learners to reach their greatest potential.

## Value Statement

PAWS

P= Practice Responsibility

A= Act Respectfully

W= Word Hard

S= Stay Safe

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# Comprehensive Needs Assessment

Revised/Approved: April 26, 2023

## Needs Assessment Overview

### Needs Assessment Overview Summary

The CNA was created by utilizing the campus leadership team to analyze current data for progress. Data used included previous STAAR and TELPAS data, yearlong assessment data and interim assessments. Growth from 2022 to 2023 was compared. We also used the campus climate survey, parent survey, student survey, attendance data, and informal data gathered throughout the year. This data was presented to the CAT team on April 14, 2023 and April 26, 2023 and needs were discussed. Present in that meeting were the following stakeholders: Stephanie McElroy, Principal, LaTwanda Wilson and Jennifer Duddington, Assistant Principals, Wanda Ewan, Roxanna Rodriguez, and Amanda Sanchez teaching staff, and Becky French Community member. From this input, the CNA was drafted and presented to parents Helen Gallegos, Laura Jungkurth, Taylor Perez, and Brooke VanNess, as well as Dolores Cruz and Skipper Vaughn, paraprofessionals. These conversations occurred throughout the week of May 1st. Additionally, the drafted CNA was shared with all staff through email and staff were invited to give feedback. Recommendations were made and added to the CNA.

Based on root cause analysis, the following were determined to be priority problem statements:

Across campus, learning loss has been noted, it is especially prevalent in grades K-3, where gaps in foundational skills are causing issues in the next grade.

#### Root Cause

Learning loss due to COVID in 2020 has resulted in learning loss across campus due to interruptions in learning, absences, and disengaged families during online instruction.

#### Problem Statement

The percentage of At-Risk learners on our campus is 80%. 8 out of every 10 BCE students has one or more characteristics affiliated with increased chances of school drop out. We are responsible for mitigating the effects of these characteristics.

#### Root Cause

Our student population results in the need for teaching strategies that go beyond verbal delivery of content. At risk students require additional instructional personnel, strategies, and materials to help them achieve adequate progress.

**Problem Statement**

The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in math and science are below state and district averages and need to increase so that all students make academic progress.

**Root Cause**

Teachers lack training in using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.

**Problem Statement**

Bear Creek Elementary struggles to provide a streamlined, targeted intervention program based on student needs.

**Root Cause**

BCE needs to develop a streamlined RTI process on campus with clear goals, vision, mission and requirements for Tier 1, 2 and 3 across campus.

# Demographics

## Demographics Summary

Bear Creek Elementary School is celebrating over forty years of excellence in education. We are located in the northeast sector of Katy ISD and opened as the sixth elementary school in the Katy Independent School District. The campus is rich in traditions and remembers the past while creating a future of continued student success. The Bear Creek community works in a family atmosphere to provide encouragement and high expectations for all students, with the goal of growing each child to be well-rounded and succeed at high academic levels. Bear Creek Elementary School is a high-performing Title I school which provides a traditional Pre-Kindergarten - 5th grade educational program as well as ESL (English as a Second Language), Bilingual, and Special education programs to qualifying students.

Bear Creek teachers are all highly-qualified and ESOL certified and follow the Katy I.S.D. challenging curriculum. In addition, we expand the curriculum with activities and opportunities to maximize student achievement.

Hispanic- 71%

White- 10%

Black or African American- 14%

Asian- 1.7%

American Indian or Alaska Native- 0.5%

Two or More Races-2.5%

Total Enrollment- 763 students

At-Risk- 75%

Economically Disadvantaged- 81%

English Language Learners (LEP) -49%

Special Education- 21%

Bilingual- 39%

English as a Second Language- 11%

Gifted/Talented- 1%

Title I Programs- 100.0%

Attendance Rate- 95%

Mobility Rate- 23.0%

While the federal mandate for highly qualified requirements has now changed, Bear Creek Elementary School continues to place a high priority in employing a high-quality, talented staff.

Bear Creek Elementary employs approximately 90 highly qualified teachers and paraprofessionals. We place a high priority in hiring great teachers, and actively pursue candidates through our district Job Fair, through personal connections, and through recruiting trips to local universities. We support every teacher new to BCE with a go-to buddy colleague, whether or not they are new to teaching. New hires attend two days of district/campus level training in August. We strive for maintaining a 100% rate of ESL certification among staff, as our student population is becoming increasingly LEP each year. Bear Creek Elementary is known for training teachers very well and then due to the location of the school in the northeast part of the school district, teachers want to transfer to schools closer to their homes in the city of Katy. It was important for the Bear Creek Administration team to evaluate current practices, especially in the hiring of new staff based on their attitudes. As the year progressed, BCE Administration has looked at the following factors to increase retention:

- Employee morale
- Quality of work/productivity
- Relationships between supervisors and staff
- Opportunities for growth
- Clear communication of expectations
- Accountability across campus
- Teambuilding and developing collegiality among staff
- Evaluate and adjust "extra" tasks which are taking away form instructional time and focus

### **Demographics Strengths**

Bear Creek Elementary has demographic strengths. Some of the most notable demographic strengths include:

- Many families move into our area just for the schools. Because our families value education, we have increasing numbers of parents (moms, dad, aunts, uncles, grandparents) who are committed to student success.
- With the increasing diversity among our student population, BCE becomes more and more reflective of society as a whole. With a diverse student population, our students develop life-long skills and an ability to collaborate with peers of all backgrounds. We believe we are equipping young learners to collaborate with all kinds of people. We find that Bear Creek Elementary students are very accepting of new students regardless of race or ethnicity. Our attendance rate is consistently higher than 96%. Families at Bear Creek value student success and understand that attendance is crucial to student success.
- Our mobility rate decreased in 2019, showing stability in the community after Hurricane Harvey.
- Our demographics have remained steady the last 5 years. This allows effective planning to provide a variety of strategies for staff to implement instructional strategies to reach diverse learners.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Across campus, learning loss has been noted, it is especially prevalent in grades K-3, where gaps in foundational skills are causing issues in the next grade. **Root Cause:** Learning loss due to COVID in 2020 has resulted in learning loss across campus due to interruptions in learning, absences, and disengaged families during online instruction.

**Problem Statement 2 (Prioritized):** The percentage of At-Risk learners on our campus is 80%. 8 out of every 10 BCE students has one or more characteristics affiliated with increased chances of school drop out. We are responsible for mitigating the effects of these characteristics. **Root Cause:** Our student population results in the need for teaching strategies that go beyond verbal delivery of content. At risk students require additional instructional personnel, strategies, and materials to help them achieve adequate progress.

**Problem Statement 3 (Prioritized):** The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in math and science are below state and district averages and need to increase so that all students make academic progress. **Root Cause:** Teachers lack training in using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.



# Student Learning

## Student Learning Summary

Many of the problems BCE faces in relation to student achievement relates to students' lack of language development (among both monolingual and bilingual students). A high percentage of our children just have not yet developed their academic language, so this continues to be a major emphasis on our campus. Compounding this problem is the shut down of schools during the COVID 19 Pandemic. Only 30% of BCE students engaged in online learning in Spring of 2020, and during the 2020-2021 school year, 20% remained online the entire year. Engagement in online learning during COVID was extremely low across campus, especially during 10 day absences for COVID protocols and sicknesses. During the 2021-2022 school year student absences, staff absences, and campus vacancies resulted in continual foundational skill learning loss.

The lack of growth can be seen in our data.

TELPAS: STUDENTS PROGRESSING IN COMPOSITE SCORES BY AT LEAST ONE LEVEL (no data for 2020 due to COVID 19 shut down)      Data unchanged due to score availability in August 2023.

<u>Grade</u>	<u>2018</u>	<u>2019</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
First Grade	N/A	62%	60%	51%	
Second Grade	N/A	31%	43%	49%	
Third Grade	N/A	62%	N/A	60%	
Fourth Grade	N/A	19%	N/A	33%	
Fifth Grade	N/A	43%	20%	45%	

The table below, demonstrates the scores for all tested grades at the Approaches Grade Level Standard over the past several years. A comparison of STAAR at the Approaches level for All Students shows that the 2022 scores increased in all subject areas. Anticipated predictions for 2023 are included. The zone of uncertainty is too large to make an accurate prediction. Data collected throughout the year shows increases in all area on local assessments as well as interim assessments.

<b>All Grade Levels (Approaches)</b>								
	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2021</u>	<u>2022</u>	<u>2023</u> Anticipated Passing	<u>2023</u> Anticipated Failure	<u>2023</u> Zone of Uncertainty
<b>Reading</b>	71%	78%	76%	64%	72%	61%	9%	30%
<b>Math</b>	71%	78%	71%	51%	54%	61%	6%	53%
<b>Science</b>	68%	84%	69%	57%	59%	40%	16%	45%

The 2022 STAAR scores include the performance levels of Approaches, Meets, and Masters Grade Level Performance. The Approaches category indicates that students are likely to achieve success in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students have mastered all content and have a high probability of success in the next grade level. There is no prediction for the 2023 scores.

2022 STAAR ALL Students	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3 <sup>rd</sup> Reading	72%	42%	31%
4 <sup>th</sup> Reading	73%	44%	19%
5 <sup>th</sup> Reading	74%	36%	26%
3 <sup>rd</sup> Math	58%	26%	11%
4 <sup>th</sup> Math	52%	17%	5%
5 <sup>th</sup> Math	63%	29%	16%
5 <sup>th</sup> Science	59%	16%	11%

**Note: sub pop data is not available yet.**

**READING**

**MATH**

**SCIENCE**

**Student Learning Strengths**

Strengths:

Bear Creek Elementary has a population of resilient, hard-working, perseverant students. Based on informal data, progress was made in all areas with reading showing the most progress.

**Note: sub pop data is not available yet.**

Based on 2023 data, scores have remained steady in Reading, with slight drops in Meets and Masters.

**READING**

Approaches-73%

Meets- 42%

Masters16%

**MATH**

Based on 2023 data, BCE has made significant gains in Math.

Approaches-63%

Meets-29%

Masters-8 %

### **SCIENCE**

Based on 2023 Data, slight drops were noted in Science.

Approaches- 56%

Meets-24%

Masters- 8%

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in math and science are below state and district averages and need to increase so that all students make academic progress. **Root Cause:** Teachers lack training in using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.

**Problem Statement 2:** Integrated writing instruction across contents is not consistent among grade levels. **Root Cause:** Teachers lack training in using writing as a response tool across contents on a routine basis.

# School Processes & Programs

## School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Bear Creek Elementary is driven by the district's scope and sequence and unit plans which promote students' learning abilities as well as the development of critical thinking and problem solving skills measured by the results of Campus-Based Common Assessments (CBAs), also referred to as EOUs (End-of-Unit assessments), District Learning Assessments, and Interim STAAR assessments. Pre-Kindergarten uses Circle Progress Monitoring. Kindergarten through 1<sup>st</sup> grade utilize TPRI/Tejas Lee(ELAR) and Dreambox (Math), 2nd grade uses TPRI/Tejas Lee(ELAR) Dreambox (Math). District Level Assessments (DLAs), campus benchmarks and STAAR are focus areas in grades 3 through 5. Kindergarten through 5<sup>th</sup> grade all use Amira to assess the student's reading level. Dyslexia and ESL/LEP instruction use the same standard of assessment as the grade levels of their students. The TELPAS (Texas English Language Proficiency Assessment System) is a major assessment for ESL/LEP students. Special courses and programs such as physical education, music, and special education also use the same standard of assessment as the grade levels of their students. Campus assessments are tied to DuFour's instructional strategies based on "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?" We also utilize the Depth of Knowledge to assess the level of rigor of the CBAs/EOUs. Any increased performance derives from a plethora of specific plans of action that included consistent support for teachers regarding resources, pedagogical and academic professional development, as well as scheduled planning sessions. Despite increased rigor in planning, informal walkthrough data shows a lack of consistent rigor in delivery of instruction across campus.

Data has shown that after school tutoring has not been effective, so a multi-tiered instructional approach that provides instructional and/or behavioral intervention during the school day through Cougar Academy is in place. Our data reflected aids in determining what professional development will be provided and where the focus of instruction will be. Communications has become more streamlined between administration, faculty, and parent/students. . All decisions regarding professional development, programs and practices are based upon the needs identified in this improvement plan.

Bear Creek Elementary and the district are guided by the district strategic goals and Bear Creek Elementary will continue to focus especially on student growth and achievement based on data, student ownership of learning, implementation of best strategies, enrichment opportunities and instruction. Student needs are addressed according to their student friendly charts and goal setting driven by teachers and staff, which holds them accountable for their learning. Teachers analyze both formal such as STAAR, District Level Assessments (DLAs), and CBAs, and informal assessments throughout the year during planning time and content collaboratives to create targeted TEK- specific lesson plans and small groups. Students in need receive academic intervention during school hours in small group settings that target specific skills.

Students have access to extra science lessons through the science lab and teachers and students receive both hands on activities in the classroom and lab. Interruptions in the classroom are minimal and instruction time is protected and valued. All staff are consistently provided with opportunities to engage in professional development through district, campus and other sources of trainings. We are excited about the innovative ideas our teachers are providing our campus and will continue to review campus goals and encourage growth in the campus instructional focus areas. BCE is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. Bear Creek Elementary's focus goes far beyond just STAAR Scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, you will see adjustments made within instruction as well as the school context and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their teams of PLCs and also to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

As part of the Katy ISD systems, Bear Creek Elementary is truly fortunate in that the school has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, Apple TVs/Mirror360, Smartboards, document cameras, Chromebooks, and laptops/netbooks. Wireless access points have been installed throughout the building. There are several computers in the library that teachers and students use to search for books, research projects, and other educational projects. Students are encouraged to use a variety of programs and apps using iPads, Chromebooks and computers such as: IStation, DreamBox, padlet, edcreation, piccollage, Aurasma, plickers, google drive to create and display assignments and projects. We were the first campus in our district to have a SmartBoard in each classroom and when we had our technology retrofit in March of 2017, we became 1:1 with ipad and Chromebook access. This summer the campus will go through a district retro-fit which includes an update in all technology across the campus. Teachers will have new laptops/desktop stations along with updated smart panels for instruction. Bear Creek Elementary strives to ensure adequate technology is accessible to our students and staff.

At Bear Creek Elementary we teach the TEA prescribed Texas Essential Knowledge and Skills. We also incorporate the following: District Learning Assessments, campus common assessments, balanced literacy including the Lucy Calkins Units of Study for Reading/Writing and Math Workshop. All assessments and programs used assist in teaching the depth and complexity of the TEKS. The district has created curriculum unit plans and yearly curriculum-at-a glance calendars for each grade level in each core subject area. These align to the TEKS and STAAR assessments.

### **School Processes & Programs Strengths**

The Bear Creek staff have a strong congenial and collegial relationship. They are able to work together in grade level teams and vertical teams to align curriculum and ensure everyone has a clear understanding of the expectations and goals. Classroom teachers have conducted learning walks and peer observations throughout the Bear Creek campus. This has helped align our best practices, incorporate high yield instructional strategies and focus on engaged learning.

Bear Creek Elementary's teachers have generated roadmaps that target specific TEKS for instruction as analyzed by heat maps and then create common assessments around those. Teachers meet quarterly for long-range planning and twice a week for Sacred Planning, and every two weeks for PLC data digs, all of which are content-focused professional development opportunities. Campus staff development opportunities include biweekly staff meetings, coaching sessions, PBIS/behavior planning, and TLC meetings. In addition to campus and district training, teachers are able to also attend outside district professional development as needed. We have been able to use Title I, Title III and Special Projects to fund during the day teacher tutoring to provide additional small group, differentiated instruction during ELT/Intervention (Extended Learning time). Teachers also have the opportunity to participate in campus/team driven book studies throughout the year.

Specifically to content, teachers have implemented problem solving strategies to strengthen conceptual understanding of math concepts. Intervention has been used to target science curriculum for fifth grade students once a week. Every teacher has access to an iPad or Chromebook for individual use of instructional material and school related business. Most teachers report that access to technology has increased their skill level and confidence in the ability to use technology. All classrooms are equipped with computers, iPads and/or Chromebooks with internet access, Apple TVs or Mirror360, a SmartBoard, and a document camera in keeping with current technology. This technology is being integrated into instruction daily. Teachers receive extensive training on how to integrate technology (with iPads or Chromebooks and the SMART board) into their instruction from our Classroom Technology Designer.

The leadership team meets weekly and participates in webinars together. Teachers are facilitating students creating learning goals, which creates ownership of their own learning through a self-recording of progress using student-friendly charts and digital progress monitoring. Literacy celebrations across grade levels have been implemented. A master schedule is created that maximize the amount of time spent on instruction. The master calendar ensures that special program times are addressed, with interruptions to the instructional day being kept to a minimum. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community. Teachers accommodate special populations with more time and individualized instructional plans. Safety drills are practiced and conducted often in an efficient manner. Implementation of math challenges that motivate students to seek progress on their own learning have been created. Students in need of academic strengthening receive extra support services during the school day.

EL students have the opportunity to enrich their art, music and science learning experiences through various different clubs (Cougar Choir, STEMInists, DI, RDR, etc.) offered after school. All fifth grade students receive hands-on science instruction once a week. All students PK-4 are engaged in science lessons conducted in the lab twice a month. All students receive instruction in the science lab in addition to their classroom instruction in the science subject. All first and second year teachers participate in monthly SHARE Group support meetings. Many forms of communication are utilized to keep parents and guardians informed. Consistent use of the MTSS model results in high levels of students receiving appropriate interventions and placements needed (i.e., Title I, 504/Dyslexia Intervention Program and Special Education).

BCE boasts from a great partnership with a small, but active PTA. Building staff morale is recognized as a critical component in retaining high-quality staff at Bear Creek Elementary. Each month staff members will receive a special incentive that shows how much they are appreciated by the administration team and/or the Sunshine Committee. Throughout the year, we will have events such as Outanding October, 15 Days of Joy or Fabulous February in which staff members receive appreciation incentives throughout the entire month.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Bear Creek Elementary struggles to provide a streamlined, targeted intervention program based on student needs. **Root Cause:** BCE needs to develop a streamlined RTI process on campus with clear goals, vision, mission and requirements for Tier 1, 2 and 3 across campus.

**Problem Statement 2:** Teachers struggle to effectively implement the vast district curriculum through the unit plans. **Root Cause:** Teachers are not all adequately trained with the specific staff development necessary to gain a clear understanding of each subject area content. This is especially true in the implementation of math, science, balanced literacy, and ESL & special education collaborative instructional strategies.

**Problem Statement 3:** Integrated writing instruction across contents is not consistent among grade levels. **Root Cause:** Teachers lack training in using writing as a response tool across contents on a routine basis.

**Problem Statement 4:** Rigorous, tier one instructional delivery is not aligned to the TEKS consistently in classroom instruction. **Root Cause:** Teachers lack understanding of the importance of delivering rigorous, tier one instruction, and will often lower the level to meet the needs of some or part of the class instead of differentiating.

# Perceptions

## Perceptions Summary

One of the core beliefs at Bear Creek Elementary is that every child, no matter their background is ensured a quality education that provides a rigorous, grade level education and that every child will learn. With this in mind, Bear Creek Elementary implements School-Wide PLC system with a tiered MTSS system of supports, including academic intervention and enrichment as well as Positive Behavioral Interventions and Supports. Positive Behavioral Interventions and Supports, or PBIS, is a school-wide program with an emphasis on school-wide systems of support that include proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments.

Components of PBIS include:

- a purpose and approach to discipline
- a clear set of positive expectations and behaviors
- procedures for teaching expected behavior
- a continuum of procedures for encouraging expected behavior
- a continuum of procedures for discouraging inappropriate behavior
- procedures for on-going monitoring and evaluation

Through a partnership with parents, educators and our community, we are committed to understanding and meeting the needs of diverse learners by creating a safe and positive learning experience. Excellence is modeled and expected by all members of the Bear Creek Elementary family.

Our school-wide PBIS behavior expectations are summarized in the acronym, PAWS.

P - Practice Responsibility

A - Act Respectfully

W - Work Hard

S - Stay Safe

The PBIS committee at Bear Creek consists of a representative or more from each grade level, the academic support team, specials team, and leadership team members, including administrators. The purpose of the PBIS committee is to collaborate with one another throughout the school year to ensure that PBIS is successfully implemented at Bear Creek. Each member is responsible for disseminating information from the meetings to their teams and other staff members. Committee members also serve as the PBIS experts at Bear Creek.

Significant positive progress has been made regarding the reduction in discipline referrals and the increase in students' knowledge of school wide expectations. Additionally, staff members have made a significant shift from focusing on reacting to negative student behaviors to focusing on teaching appropriate behaviors and rewarding positive behaviors.

Bear Creek Elementary is a campus where subs love to work and consistently compliment us on our student behavior. PBIS expectations in each common area and classroom, along with CHAMPS strategies, promote a safe and positive learning environment and school culture. Expectations are consistently enforced. Cougar Cash, along with positive rewards and praise, are given frequently. We promote the PurposeFull People curriculum on the announcements, during classroom instruction, and with guidance lessons. Students and staff are recognized monthly for displaying excellent character. Our school counselor works to meet the needs of our students. She provides the needed guidance, support, and counseling, as well as supports families in need. We offer the Backpack Buddy program through the Houston Food Bank to provide students in need with food over the weekend as well as multiple other outreach opportunities.

Our Sunshine Committee and administrative team provide events, treats, and food throughout the year to appreciate our hard-working staff. Weekly communication goes out to the staff with events, dates, and reminders. Administrators often encourage and appreciate staff verbally or with hand written notes.

\*We continue to implement citizenship programs to focus the campus on doing the right thing. This year we are concentrating on the district recommended, Core Essentials program. We have also set school-wide expectations for behaviors in all areas of the building.

\*Love and Logic strategies work well with students.

\*Capturing Kids Hearts program creates a positive, safe, learning environment.

Bear Creek Elementary school prides itself on creating an environment where parents and community members feel they are entering a positive and productive school environment. We provide open lines of communication by providing families with the ability to communicate with faculty in a variety of ways including Remind, phone calls, emails, as well as social media. As a bilingual campus, both English and Spanish speakers are available for parent and community needs. Interpreters are present at all school events, including family engagement nights, conferences, and during the registration process for all new students. Informational documents sent home in both English and Spanish and graded work are sent home in the Weekly Wednesday folder. In addition, we offer several events and programs throughout the school year to encourage parents and the community to visit our school. Our front office staff greets family and community members in both English and Spanish, and creates a very welcoming environment. We work hard at the fact that parents and visitors report our office staff as very friendly and helpful. As a Title I campus, we are obligated annually to educate our community about the importance of parent involvement in local education. We have also cultivated a wonderful group of parent volunteers who help out daily on our work baskets and on special projects.

We continue to have a large number of community engagement opportunities both with parents and business partners. Our Economically Disadvantaged and English Learner parent population is constantly increasing.

Staff volunteering to assist with translation to improve home to school connections in non-bilingual classrooms.

English/Spanish information provided to all parents. The Campus Improvement Plan is located on our campus website and a hard copy is available in the front office.

### **Perceptions Strengths**

As a school-wide PBIS campus, campus discipline data shows students are responding to positive reinforcements for behavior. There is a need to reteach and reinforce Tier 1 campus expectations. Our PBIS team is building a plan to integrate current programs such as PBIS and Purposeful People into an effective tier one behavior system which teaches positive behaviors.

Red Ribbon Week works because it creates a better partnership with the PTA and promotes students making healthy choices. Anti-bullying Lessons by the counselor are effective because students became more aware of the appropriate behavior and emulate what to do if they are being bullied. Recognizing positive characters traits work because students and staff were recognized for outstanding citizenship. Teachers continue to be trained in Capturing Kids Hearts to implement strategies that create a positive learning environment. Our school counselor has lunch bunch with students from each grade level to develop relationships with all students. Clear expectations using PBIS language works to provide appropriate student behaviors during different classroom activities and building locations.

Having student Safety Patrols works because it allows students to take responsibility in keeping their fellow students safe and their school a safe environment. Safety talks are provided at each staff meeting by our campus safety liaison. We are able to have a safe, orderly dismissal by having four crossing guards at the four intersections around the school. Bear Creek Elementary works hard to support the community through whatever hardships it faces. We have a process to involve parents in planning, implementing and evaluating family involvement activities through PTA and CAT Team in which we host an orientation program to prepare and train volunteers in many programs including VIPS, PIE, Watch D.O.G.S. (Dads of Great Students). The Houston NorthWest Community Center partners with BCE for the Houston Food Bank Backpack Buddies program, Thanksgiving boxes, etc. We have a strong KEYS Mentoring Program (Keep Encouraging Youth toward Success).

We have many parent engagement evenings revolving around literacy, curriculum, fitness, STEAM, learning celebrations and spirit nights. At BCE we have high participation in Red Ribbon week, book fairs, music and art programs.

Our school is fortunate to have many technology applications available to students not only at school, but at home, including Raz-Kids, Learning A-Z, Dreambox, etc. We also have many enrichment opportunities available to our students as after school extracurricular activities, including Destination Imagination.



We error on the side of overcommunicating with our families through many forms of communication, including the website, newsletters, social media, marquee, calendars, Remind, Blackboard messages, etc. We listen to our students through our Principal Advisory Council which meet monthly. All of the above events involved the community, promoted positive community engagement, and encouraged parents to become involved in their children's education.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Campus staff perceive discipline as a major concern. **Root Cause:** There is a need to monitor and support a tiered behavior support system and train teachers on best practices for building a strong classroom environment which is PBIS focused and restorative.

**Problem Statement 2:** PTA membership and community involvement is at an all time low. **Root Cause:** As a school, we must improve the ways and frequency with which we communicate the importance of the events we hold at school, encourage participate from PTA board members and hold events at a variety of times and in various forms of delivery.

# Priority Problem Statements

**Problem Statement 1:** Across campus, learning loss has been noted, it is especially prevalent in grades K-3, where gaps in foundational skills are causing issues in the next grade.

**Root Cause 1:** Learning loss due to COVID in 2020 has resulted in learning loss across campus due to interruptions in learning, absences, and disengaged families during online instruction.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The percentage of At-Risk learners on our campus is 80%. 8 out of every 10 BCE students has one or more characteristics affiliated with increased chances of school drop out. We are responsible for mitigating the effects of these characteristics.

**Root Cause 2:** Our student population results in the need for teaching strategies that go beyond verbal delivery of content. At risk students require additional instructional personnel, strategies, and materials to help them achieve adequate progress.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in math and science are below state and district averages and need to increase so that all students make academic progress.

**Root Cause 3:** Teachers lack training in using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.

**Problem Statement 3 Areas:** Demographics - Student Learning

**Problem Statement 4:** Bear Creek Elementary struggles to provide a streamlined, targeted intervention program based on student needs.

**Root Cause 4:** BCE needs to develop a streamlined RTI process on campus with clear goals, vision, mission and requirements for Tier 1, 2 and 3 across campus.

**Problem Statement 4 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- 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 data
- Section 504 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
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals

Revised/Approved: September 28, 2023

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





**Performance Objective 1:** The overall percent of students approaching grade level standard will be 75%, meeting grade level standard will be 45%, and mastering grade level standard will be 20% on STAAR Reading.

**High Priority**

**Evaluation Data Sources:** STAAR Reading

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Daily literacy instruction will incorporate inferencing, summarization, writing and reading strategies, reading comprehension, phonics/word study and direct vocabulary instruction with a focus on small group instruction utilizing workshop approach. Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Reading TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement outcomes  <b>Staff Responsible for Monitoring:</b> ELA Instructional Coach</p> <p><b>Title I:</b>                      2.5                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction                      - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2, 3 - Student Learning 1  <b>Funding Sources:</b> Literacy materials; professional development; technology resources - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BCE will implement a targeted, focused PLC and RTI planning process which will focus on priority TEKS growth.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of BCE students will show one or more years' academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Training and Materials - 211 - Title I Part A - \$9,273</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> BCE will utilize district and outside training resources to ensure teachers have a deep understanding of the RTI process and implementation of to deliver effective instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of BCE students will show one or more years' academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Training and Resources - 211 - Title I Part A - \$24,805</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide targeted, Tier III intervention with Reading Specialists designed to close the reading gap.  <b>Strategy's Expected Result/Impact:</b> 80% of students will show 1-2 years reading growth.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction  <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1 - School Processes &amp; Programs 1  <b>Funding Sources:</b> Part Time Interventionists - 282 - ESSER III - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> The percentage of At-Risk learners on our campus is 80%. 8 out of every 10 BCE students has one or more characteristics affiliated with increased chances of school drop out. We are responsible for mitigating the effects of these characteristics. <b>Root Cause:</b> Our student population results in the need for teaching strategies that go beyond verbal delivery of content. At risk students require additional instructional personnel, strategies, and materials to help them achieve adequate progress.</p>
<p><b>Problem Statement 3:</b> The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in math and science are below state and district averages and need to increase so that all students make academic progress. <b>Root Cause:</b> Teachers lack training in using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in math and science are below state and district averages and need to increase so that all students make academic progress. <b>Root Cause:</b> Teachers lack training in using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Bear Creek Elementary struggles to provide a streamlined, targeted intervention program based on student needs. <b>Root Cause:</b> BCE needs to develop a streamlined RTI process on campus with clear goals, vision, mission and requirements for Tier 1, 2 and 3 across campus.</p>

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





**Performance Objective 2:** The overall percent of students approaching grade level math and reading will be 70%, meeting grade level will be 32%, and mastering grade level will be 15% on STAAR Math.

**High Priority**

**Evaluation Data Sources:** STAAR Math

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Math TEKS. All students will use the CRA Model via hands-on activities, Math Workshop, progressions, vocabulary instruction, and interactive notebooking.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on Math student achievement as measured on Math STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> *All certified teachers *Math Instructional Coach</p> <p><b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levels:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1</p> <p><b>Funding Sources:</b> Math Instructional materials, professional development, technology resources - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BCE will implement a targeted, focused PLC and planning process which will focus on priority TEKS growth.  <b>Strategy's Expected Result/Impact:</b> 80% of BCE students will show one or more years' academic growth.  <b>Staff Responsible for Monitoring:</b> Math Instructional Coach, Principal, Assistant Principals</p> <p><b>Title I:</b>            2.4  <b>- TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 3 - Student Learning 1 - School Processes &amp; Programs 1  <b>Funding Sources:</b> Training and Materials - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 3:</b> The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in math and science are below state and district averages and need to increase so that all students make academic progress. <b>Root Cause:</b> Teachers lack training in using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in math and science are below state and district averages and need to increase so that all students make academic progress. <b>Root Cause:</b> Teachers lack training in using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Bear Creek Elementary struggles to provide a streamlined, targeted intervention program based on student needs. <b>Root Cause:</b> BCE needs to develop a streamlined RTI process on campus with clear goals, vision, mission and requirements for Tier 1, 2 and 3 across campus.</p>

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

**Performance Objective 3:** 60% of 5th grade students Bear Creek students will score Approaches Grade Level Standard, 20% will score Meets Grade Level Standard, and 10% will score Masters Grade Level Standard on the Science STAAR.

**Evaluation Data Sources:** STAAR Science

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Science TEKS. Students will use inquiry-based learning via hands-on activities, vocabulary instruction, and interactive notebooking.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Science STAAR performance  <b>Staff Responsible for Monitoring:</b> *Science Instructional Coach</p> <p><b>Title I:</b>                      2.4                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 3 - Student Learning 1  <b>Funding Sources:</b> Science materials - 199 - General Fund - \$4,000, Science/STEM Enrichment Activities - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BCE students will engage in Science enrichment events</p> <p><b>Strategy's Expected Result/Impact:</b> Build background knowledge and provide hands on learning opportunities.  <b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b>                      2.5, 2.6                      - <b>TEA Priorities:</b>                      Improve low-performing schools  <b>Funding Sources:</b> Outside Lab Experiences - 211 - Title I Part A - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

### Demographics

**Problem Statement 3:** The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in math and science are below state and district averages and need to increase so that all students make academic progress. **Root Cause:** Teachers lack training in using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.

### Student Learning

**Problem Statement 1:** The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in math and science are below state and district averages and need to increase so that all students make academic progress. **Root Cause:** Teachers lack training in using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.





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

**Performance Objective 4:** ESF: By April 2024, 90% of classrooms will be observed using high yield instructional strategies and student work will be at the application level or higher in the classroom.

**High Priority**

**Evaluation Data Sources:** Powerwalks data and observation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ESF: Staff will be trained on the Fundamental 5 and Powerwalks system by October, 2023.  <b>Strategy's Expected Result/Impact:</b> Implementation of the Fundamental 5 in all classrooms.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b>                      2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 3 - Student Learning 1  <b>Funding Sources:</b> Lead Your School Coaching and Training - 211 - Title I Part A - \$50,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> ESF:: Instructional Leadership Team will conduct 5 walkthroughs per day using the Powerwalks system. Walkthroughs will focus on the Fundamental 5 which includes high yield instructional strategies, assessment of rigor, and strong objectives. Staff will be given monthly feedback on campus progress.  <b>Strategy's Expected Result/Impact:</b> Classroom rigor will raise and instructional practice will improve.  <b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>Title I:</b>                      2.5, 2.6                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture, Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 3 - Student Learning 1  <b>Funding Sources:</b> Powerwalks Walkthrough Subscription - 211 - Title I Part A - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Interventionists will provide targeted enrichment and intervention across our at risk population in Reading, Math, and Science through small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Close achievement gap among subgroups.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1, 3 - Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Title One Staffing - 211 - Title I Part A - \$293,526</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Across campus, learning loss has been noted, it is especially prevalent in grades K-3, where gaps in foundational skills are causing issues in the next grade.</p>
<p><b>Root Cause:</b> Learning loss due to COVID in 2020 has resulted in learning loss across campus due to interruptions in learning, absences, and disengaged families during online instruction.</p>
<p><b>Problem Statement 3:</b> The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in math and science are below state and district averages and need to increase so that all students make academic progress. <b>Root Cause:</b> Teachers lack training in using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in math and science are below state and district averages and need to increase so that all students make academic progress. <b>Root Cause:</b> Teachers lack training in using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Bear Creek Elementary struggles to provide a streamlined, targeted intervention program based on student needs. <b>Root Cause:</b> BCE needs to develop a streamlined RTI process on campus with clear goals, vision, mission and requirements for Tier 1, 2 and 3 across campus.</p>

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

**Performance Objective 5:** BCE will work to close gaps among all sub-populations, ensuring that all groups meet the state-defined Domain 3 targets by the end of the 2023-2024 school year.

**High Priority**

**Evaluation Data Sources:** STAAR data, 2022 State Accountability report.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teacher will meet bi-monthly in PLCs to review student achievement data, focusing on comparing sub-populations performance. Data will be used to plan and implement intervention groups for Extended Learning Time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of monitoring student growth and progress.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BCE will develop and implement a structured lesson planning protocol for all teachers which is aligned to the ESF framework and TTESS. Lesson plans will be evaluated and monitored for implementation through informal walkthroughs.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthen Tier 1 instruction, resulting in academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Summer Learning will be provided for students who do not meet passing standards for STAAR in 3,4,5 grade Math and Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will recoup skills through targeted intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2, 3 - Student Learning 1</p> <p><b>Funding Sources:</b> Tutoring - 211 - Title I Part A - \$25,000</p>	Formative			Summative
	Oct	Jan	Apr	June






**Performance Objective 5 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> The percentage of At-Risk learners on our campus is 80%. 8 out of every 10 BCE students has one or more characteristics affiliated with increased chances of school drop out. We are responsible for mitigating the effects of these characteristics. <b>Root Cause:</b> Our student population results in the need for teaching strategies that go beyond verbal delivery of content. At risk students require additional instructional personnel, strategies, and materials to help them achieve adequate progress.</p>
<p><b>Problem Statement 3:</b> The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in math and science are below state and district averages and need to increase so that all students make academic progress. <b>Root Cause:</b> Teachers lack training in using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in math and science are below state and district averages and need to increase so that all students make academic progress. <b>Root Cause:</b> Teachers lack training in using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.</p>





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

**Performance Objective 6:** HB 3: The percent of Bear Creek Elementary 3rd grade students who achieve Meets and above in Math will increase to 31% by June 2024.

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BCE will develop and implement a structured lesson planning protocol for all teachers which is aligned to the ESF framework and TTESS. Lesson plans will be evaluated and monitored for implementation through informal walkthroughs.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthen Tier 1 instruction, resulting in academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Math TEKS. All students will use the CRA Model via hands-on activities, Math Workshop, progressions, vocabulary instruction, and interactive notebooking.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthen Tier 1 instruction, resulting in academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Materials, resources, technology, online subscriptions - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June







Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> BCE will implement a targeted, focused PLC and planning process which will focus on priority TEKS growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</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 7:** HB 3: The percent of Bear Creek Elementary 3rd grade students who achieve Meets and above in Reading will increase to 49% by June 2024.

**HB3 Goal**





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Daily literacy instruction will incorporate inferencing, summarization, writing and reading strategies, reading comprehension, phonics/word study and direct vocabulary instruction with a focus on small group instruction utilizing workshop approach. Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Reading TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement outcomes  <b>Staff Responsible for Monitoring:</b> ELA Instructional Coach</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction  <b>- Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Literacy materials; professional development; technology resources - 211 - Title I Part A - \$2,500</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BCE will implement a targeted, focused PLC and planning process which will focus on priority TEKS growth.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of BCE students will show one or more years' academic growth.  <b>Staff Responsible for Monitoring:</b> ELAR Instructional Coach, Principal</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction  <b>Funding Sources:</b> Training and Materials - 211 - Title I Part A - \$2,500</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> BCE will utilize district training resources to ensure teachers have a deep understanding of the curriculum and implementation of to deliver effective instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of BCE students will show one or more years' academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will attend field trips to build background knowledge and enrich the ELAR curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Build background knowledge and provide interactive experiences for students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Field Trip Fees and Travel - 211 - Title I Part A - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<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 8:** Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health





**Evaluation Data Sources:** FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p><b>Staff Responsible for Monitoring:</b> Physical Education teacher</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> 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.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% 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 9:** African American students will show a 20% increase in STAAR Reading and Math scores, closing the gap for those learners.





**High Priority**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will monitor data and plan differentiated instruction in small groups to close gaps. <b>Strategy's Expected Result/Impact:</b> Students will show an increase in scores over time. <b>Staff Responsible for Monitoring:</b> Leadership Team	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 1:** Teacher and students will utilize data to inform decisions regarding goal setting and instruction. Informal reviews will be held weekly and formal reviews each 9 weeks. Teachers will implement tiered RTI instructional practices.

**Evaluation Data Sources:** DLA, Common Assessments, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will set academic goals, analyze their performance, and graph results in order to ensure all students are making a minimum of one year's growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement in the Meets &amp; Masters for the following school year. Students who didn't pass would be expected to obtain Approaches grade level on the state test.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Instructional Coaches, Teachers</p> <p><b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement a structured PLC and RTI process which monitors individual student growth on identified priority TEKS. Intervention staff will be hired to provide tutorials to close the gaps from learning loss in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Funding Sources:</b> - 282 - ESSER III - \$9,900</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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





**Performance Objective 2:** Teachers will implement a tiered, differentiated small group structure in their classrooms which is individualized to student needs. Small groups with differentiated content will be observed in 80% of classroom walkthroughs.

**High Priority**

**Goal 3:** Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

**Performance Objective 1:** 90% of Bear Creek Elementary teachers will score at the proficient level according to TTESS or an alternate instrument.

**Evaluation Data Sources:** End of Year Conferences





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will receive professional development and support. Title I funded and State Compensatory Education funded intervention teachers will coordinate their services with classroom teachers to provide intervention and tutoring in order to impact students' achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved coordination and integration of support personnel with general education.</p> <p><b>Staff Responsible for Monitoring:</b> *All teachers *Instructional Leadership Team</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Tutoring Teachers - 282 - ESSER III - \$11,017.60</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 3:** Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

**Performance Objective 2:** Recruit, hire and retain high quality staff and embed quality professional learning to build individual capacity and effectiveness.

**Evaluation Data Sources:** Retention records, recruiting records and professional development records.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recruit and retain highly qualified, certified teachers and continue to ensure all teachers are certified in the content areas which they teach; all paraeducators are also highly qualified by meeting the Parapro and college hour requirements. Recruitment will occur year round and include participation in job fair and new teacher participation in the SHARE mentor program.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher teacher retention rates</p> <p><b>Staff Responsible for Monitoring:</b> *Administrative Team *Leadership Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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:** Bear Creek Elementary will maximize community engagement to benefit the student body and impact student learning and academic achievement.

**Evaluation Data Sources:** Increase attendance at events and increase engagement opportunities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will continue to increase community and business partners involvement in school with frequent communication of events, trainings, and home resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased involvement of the community at large</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.1</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue district-wide JA program as defined by KISD/JA agreement.</p> <p><b>Strategy's Expected Result/Impact:</b> Junior Achievement implemented schoolwide for students</p> <p><b>Staff Responsible for Monitoring:</b> *KISD JA Staff *Administrative Team</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and distribute the CIP, school parent compact and the parent and family engagement policy in both English and Spanish. CIP is available on the BCE website.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased family and parent engagement</p> <p><b>Staff Responsible for Monitoring:</b> Title One Teacher</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Professional development - 199 - General Fund - \$100</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Develop family involvement in literacy efforts by offering parent/student book clubs and author visits which include parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students' love of reading and empower parents to read at home with their children.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian</p> <p><b>Title I:</b> 2.5, 4.1</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2</p> <p><b>Funding Sources:</b> Books, author fees, field trip - 211 - Title I Part A - \$6,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The CIP, family engagement policy, and parent compact will be reviewed and evaluated regularly by all stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication between community and school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** Across campus, learning loss has been noted, it is especially prevalent in grades K-3, where gaps in foundational skills are causing issues in the next grade.





**Root Cause:** Learning loss due to COVID in 2020 has resulted in learning loss across campus due to interruptions in learning, absences, and disengaged families during online instruction.

**Problem Statement 2:** The percentage of At-Risk learners on our campus is 80%. 8 out of every 10 BCE students has one or more characteristics affiliated with increased chances of school drop out. We are responsible for mitigating the effects of these characteristics. **Root Cause:** Our student population results in the need for teaching strategies that go beyond verbal delivery of content. At risk students require additional instructional personnel, strategies, and materials to help them achieve adequate progress.

**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 2:** Bear Creek Elementary will host a variety of opportunities to develop family involvement for instructional strategies to be implemented at home.

**Evaluation Data Sources:** Increased attendance at events, implementation of strategies at home.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BCE will provide a transition program for students moving from PK-K and 5th to 6th grades including specialized resources and parent nights.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful transition to K and 6th grade.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Materials, snacks for parent night - 211 - Title I Part A - Parent Involvement - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BCE will host to family learning nights. One will be in the fall, and one in the Spring. Each one will be specifically developed to engage parents in activities they can do at home to help their children.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement in school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Materials, snacks for parent night - 211 - Title I Part A - Parent Involvement Funds - \$4,727</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<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 5:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 1:** Bear Creek students will exhibit behaviors and attitudes that contribute to an engaging, caring learning environment.

**Evaluation Data Sources:** BCE will build positive relationships with the campus community and will decrease the number of discipline referrals by 10%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue implementation of a Positive Behavior Interventions and Supports (PBIS) system through professional development of staff, materials and resources and communication of PBIS approaches to parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student behavior and schoolwide behavior expectations.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Team</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> TBSI Conference; PBIS Rewards, Purposeful People resources; Love and Logic training; student and staff behavior incentives; book studies - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Build a strong character education program using KISD Purposefull People program and integrate into existing PBIS system of support.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease discipline referrals 10%</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Training and Resources - 282 - ESSER III - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> BCE will build a implement a counseling program dedicated to guidance lessons and support for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement, positive relationships with parents and community, and decreased discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Training and support for counselor, additional materials for Sel classroom. - 282 - ESSER III - \$2,500</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> BCE will train staff to implement the House System in order to develop a sense of family and team work across campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease anxiety, social issues in children. Decrease behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> - 211 - Title I Part A - \$25,796</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> The percentage of At-Risk learners on our campus is 80%. 8 out of every 10 BCE students has one or more characteristics affiliated with increased chances of school drop out. We are responsible for mitigating the effects of these characteristics. <b>Root Cause:</b> Our student population results in the need for teaching strategies that go beyond verbal delivery of content. At risk students require additional instructional personnel, strategies, and materials to help them achieve adequate progress.</p>

**Goal 5:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 2:** BCE will provide parents and students with information and strategies for bullying prevention and violence prevention.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BCE will provide parent forums and other resources on topics of need such as but not limited to bullying prevention, conflict resolution, coping strategies, and other identified areas of need.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness of current issues among parents and equip them with tools to handle situations.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Principal</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</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 5:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 3:** BCE will increase our student attendance from 93.89% to 94.39% by the end of the 23-24 school year.

**Evaluation Data Sources:** Attendance rates

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will set weekly attendance goals for all grade levels. Every grade level who meets the weekly goal will get incentives as a grade level, and additional incentives if the entire school reaches the goal.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance</p> <p><b>Staff Responsible for Monitoring:</b> Ada Clerk, Assistant Principal</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase information home to parents on the importance of attendance at school.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent awareness will lead to increased school performance.</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# State Compensatory

## Budget for Bear Creek Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 7

### Brief Description of SCE Services and/or Programs

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## Personnel for Bear Creek Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Sanchez-Aguilar	Teacher	1
Colleen Dominguez	Teacher	1
Donica Perez	Academic Support Teacher	1
Interventions	Academic Support Teacher	1
Karen Baker	Academic Support Teacher	1
Marin Cabrera	Teacher	1
Maritza Herrera	Academic Support Teacher	1

# Title I

## 1.1: Comprehensive Needs Assessment

Bear Creek Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with principal, assistant principals, teacher leaders, paraprofessionals, parents, community members, and others developed this plan. Root causes were identified, written as needs and reported to the site-based planning team which also includes all stakeholders. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan. The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Texas Educational Agency (TEA). The CNA is available both in the front office of the school and on the campus website. The CNA was initially reviewed on April 14, 2023 and April 26, 2023, and will be evaluated again on May 2, 2024.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

Bear Creek Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I. The six steps that our campus follows include: 1. Establishing and training our site-based planning team; 2. Clarifying the vision for school reform; 3. Creating our school's profile; 4. Identifying data sources and gathering the data; 5. Analyzing the data; 6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback. Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning involves stakeholders and provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program. The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators and, if appropriate, specialized instructional support personnel, technical assistance providers, and school staff.

## 2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. Formative assessments will be completed quarterly in October, January, April, and June with a variety of stakeholders having input and providing feedback on those formative assessments.

## 2.3: Available to parents and community in an understandable format and language

The CIP is available to Region IV and the Texas Education Agency, parents, and the public, and the information contained in our plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. For Bear Creek Elementary, we have it available in English and Spanish. We make the CIP available on our website, have a copy in our front office, and are prepared to translate it for anyone in other languages as necessary.

## 2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Section 1114(b)(7)(A)(ii)] to meet the challenging state academic standards. These strategies include strong school leadership and planning; effective, well-supported teachers, maintaining a positive school culture, utilizing a high-quality curriculum and resources, and executing effective instruction.

## **2.5: Increased learning time and well-rounded education**

Bear Creek Elementary will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. [Section 1114(b)(7)(A) (ii)] The master schedule was developed to include daily extended learning time to provide Tier II and III intervention, as well as enrichment experiences such as STEM, Yearbook, Gardening, and Book Club.

## **2.6: Address needs of all students, particularly at-risk**

Bear Creek will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards. This will be carried out by providing professional development to teachers, implementing a program of balanced literacy, holding daily intervention groups, focusing on differentiating small group instruction, embedding academic vocabulary, and providing quality first-teach through the use of high-yield instructional strategies.

## **3.1: Annually evaluate the schoolwide plan**

Each year, we meet to formally evaluate the school wide plan through our CAT team. This school year, we met on September 28, 2023.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

As a part of our Campus Advisory Team (CAT) at Bear Creek, we jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community through the campus website and updated periodically to meet the changing needs of parents and the school. Our plan includes a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy. In our final quarterly CAT meeting, which was on May 10, 2022 we reviewed the Parent and Family Engagement Policy for any updates or edits for the following school year based on what worked during the school year. We indicate how the Parent and Family Engagement Policy was reviewed and distributed yearly with our CAT Team. [Section 1116(b)(1)(A)(ii)]

## **4.2: Offer flexible number of parent involvement meetings**

Bear Creek shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement. We always indicate days and times that the Parent and Family Engagement meetings are held and their locations. The campus calendar is developed annually in May with the input of parents, teachers, and administrators. Numerous opportunities for parent and family engagement are planned each semester. [Section 1116(c)(1-4)]

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Sanchez-Aguilar	Teacher	Title I	1
Colleen Dominguez	Teacher	Title I	1
Jennifer Rodriguez	Teacher	Title I	1
Juan Salazar	Teacher	Title I	1

# Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Stephanie McElroy	Principal
Administrator	Lawanda Curtiss	Assistant Principal
Classroom Teacher	Amanda Sanchez	Student Support Teacher
Community Representative	Becky French	Community Member
Non-classroom Professional	Reagan Harris	Katy Improvement Council (KIC) Representative/ Instructional Coach
Administrator	Jennifer Duddington	Assistant Principal
Paraprofessional	Alicia Ashmore	Paraprofessional
District-level Professional	Paulette Savoie	District representative
Classroom Teacher	Jennifer Rodriguez	Bilingual Teacher
Classroom Teacher	Vianney Hernandez	Bilingual Teacher
Classroom Teacher	Alejandra Aguilar	Teacher
Parent	Flor Mendoza	Parent
Parent	Carlie West	Parent
Parent	Catherine Baez	Parent

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Science materials		\$4,000.00
4	1	3	Professional development		\$100.00
<b>Sub-Total</b>					<b>\$4,100.00</b>
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy materials; professional development; technology resources		\$5,000.00
1	1	2	Training and Materials		\$9,273.00
1	1	3	Training and Resources		\$24,805.00
1	2	1	Math Instructional materials, professional development, technology resources		\$5,000.00
1	2	2	Training and Materials		\$5,000.00
1	3	1	Science/STEM Enrichment Activities		\$5,000.00
1	3	2	Outside Lab Experiences		\$10,000.00
1	4	1	Lead Your School Coaching and Training		\$50,000.00
1	4	2	Powerwalks Walkthrough Subscription		\$10,000.00
1	4	3	Title One Staffing		\$293,526.00
1	5	3	Tutoring		\$25,000.00
1	6	2	Materials, resources, technology, online subscriptions		\$5,000.00
1	7	1	Literacy materials; professional development; technology resources		\$2,500.00
1	7	2	Training and Materials		\$2,500.00
1	7	4	Field Trip Fees and Travel		\$2,000.00
4	1	4	Books, author fees, field trip		\$6,000.00
4	2	1	Materials, snacks for parent night	Parent Involvement	\$1,000.00
4	2	2	Materials, snacks for parent night	Parent Involvement Funds	\$4,727.00
5	1	1	TBSI Conference; PBIS Rewards, Purposeful People resources; Love and Logic training; student and staff behavior incentives; book studies		\$5,000.00
5	1	4			\$25,796.00
<b>Sub-Total</b>					<b>\$497,127.00</b>

**282 - ESSER III**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	4	Part Time Interventionists		\$10,000.00
2	1	2			\$9,900.00
3	1	1	Tutoring Teachers		\$11,017.60
5	1	2	Training and Resources		\$2,000.00
5	1	3	Training and support for counselor, additional materials for Sel classroom.		\$2,500.00
<b>Sub-Total</b>					\$35,417.60



# Addendums

**Texas Education Agency**  
**2019 Accountability Ratings Overall Summary**  
**BEAR CREEK EL (101914106) - KATY ISD**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		76	C
<b>Student Achievement</b>		69	D
<a href="#">STAAR Performance</a>	40	69	
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>		77	C
<a href="#">Academic Growth</a>	73	77	C
<a href="#">Relative Performance (Eco Dis: 70.8%)</a>	40	69	D
<a href="#">Closing the Gaps</a>	56	72	C

**Identification of Schools for Improvement**

This campus is identified for targeted support and improvement.

**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 **Bear Creek** Elementary 3rd grade students who achieve Meets and above in Reading will increase **28%** to **49%** by July 2024.

	<b>2018</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Goals			<b>29%</b>	<b>31%</b>	<b>48%</b>	<b>49%</b>
Actual	<b>40%</b>	<b>28%</b>	<b>25%</b>	<b>47%</b>	<b>35%</b>	
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	
Bear Creek	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	13	23%	70	26%	14	29%	0		4	75%	0		1	100%	16	6%	78	29%	56	30%
		2021 Actual	12	8%	83	23%	13	54%	0		0		0		0		23	4%	87	21%	61	26%
		2022 Actual	11	27%	70	41%	12	92%	0		2	100%	0		2	50%	22	36%	92	45%	48	42%
		2023 Target		23%		51%		29%				75%				100%		6%		39%		52%
		2023 Actual	11	18%	63	43%	6	17%	0		1	0%	0		4	0%	23	9%	75	32%	46	41%
		Met Target		N		N		N				N				N		Y		N		N
		2024 Target		23%		<b>53%</b>		29%				75%				100%		6%		<b>42%</b>		52%

The percent of **Bear Creek** Elementary 3rd grade students who achieve Meets and above in Math will increase from **24%** to **31%** by July 2024.

	<b>2018</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Goals			<b>25%</b>	<b>27%</b>	<b>29%</b>	<b>31%</b>
Actual	<b>30%</b>	<b>24%</b>	<b>16%</b>	<b>26%</b>	<b>30%</b>	
Met Goal			N	N	Y	

		# 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	
Bear Creek	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	13	23%	70	20%	14	21%	0		4	75%	0		1	100%	16	6%	78	24%	56	25%
		2021 Actual	12	0%	83	16%	13	31%	0		0		0		0		23	4%	87	13%	61	20%
		2022 Actual	11	18%	70	23%	12	42%	0		2	100%	0		2	0%	22	14%	92	23%	48	27%
		2023 Target		23%		33%		21%				75%				100%		6%		33%		40%
		2023 Actual	11	0%	64	36%	6	17%	0		1	0%	0		4	50%	23	13%	75	27%	47	38%
		Met Target		N		Y		N				N				N		Y		N		N
		2024 Target		23%		<b>46%</b>		21%				75%				100%		6%		<b>37%</b>		40%