

Katy Independent School District
Bear Creek Elementary School
2017-2018 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 for almost forty years, empowers engaged learners to reach their greatest potential.

Value Statement

At Bear Creek Elementary, children are at the center of everything we do, and our practices reflect their best interest. We play a major role in the future life success of students and their community. We value each person's cultural differences and build upon the rich diversity that is offered on our campus. Our school is our community's most precious institution, and we have the power to transform our community through our parents' engagement and partnership with our community. Our teachers and staff collaborate together to plan and produce the best instruction possible. The administration team supports and encourages professional learning to enhance and increase growth. We are motivated by a passion and commitment to our high expectations for students' success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bear Creek Elementary School is celebrating thirty-nine years of excellence in education. We are located in the northeast sector of Katy ISD and opened as the sixth elementary school in our 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. The school's curriculum is enriched by a hands-on problem solving approach to mathematics, a wonderful science lab for experiments, abundant literary resources in our book-leveled literacy library, classroom wireless laptop access, computer lab internet lessons, and an outstanding reading incentive program. In addition, all classrooms have Smart Boards, projectors and document cameras. All classrooms have access to i-Pads and/or Chromebooks to enhance small group and independent instruction. Extended-day programs include tutorial enrichment called "Cougar Academy" in reading, mathematics, and science. Additional extracurricular activities include: Genius Hour, Chess Club, Read/Deed/Run, Crazy 8's Math Club, Destination Imagination, and Mad Science.

Hispanic- 73.38%

White-17.03%

Black or African American- 5.14%

Asian- 1.49%

American Indian or Alaska Native- 1.76%

Two or More Races- 1.22%

Total Enrollment- 740 students

At-Risk- 69.7%

Economically Disadvantaged- 75.1%

English Language Learners (LEP) -50.7%

Special Education- 13.2%

Bilingual- 39.5%

English as a Second Language- 11.5%

Gifted/Talented- 4.3%

Title I Programs- 100.0%

Attendance Rate- 97.0%

Mobility Rate- 17.0%

PEIMS Snapshot Demographic Data for 2016-2017. Attendance from 2015-2016 TAPR.

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

Eight new teachers to BCE (1 first-year teacher) joined the Bear Creek family this year. Each new teacher will attend monthly SHARE (Successful Hiring and Retention of Educators) meetings which are led by the various members of the leadership team. Throughout the year, new teachers will have the opportunity to visit classrooms throughout the building to acquire ideas, learn new strategies, ask questions and become familiarized with the campus. They also get in-depth information regarding grading practices, parent conferences, special education requirements and end of the year procedures. In the 2016-2017 school year, all teachers, including the new teachers attended content specific professional development with presenters such as Greg Tang, Barb Golub and the Flippen Group's "Winning Culture" during the professional development week of August. In August 2017, all teachers will attend the Seidlitz training entitled "38 Great Academic Language Builders" as a follow-up to "7 Steps to a Language-Rich Interactive Classroom" that staff attended in the 2015-2016 school year. Additionally, all teachers worked with the leadership team to analyze data for the purpose of planning effective instruction. Throughout the year, the staff members will attend one staff meeting each month to receive professional development based on the needs identified in our campus improvement plan. These professional development meetings will be provided by teacher leaders, instructional coaches and administration.

At Bear Creek, we believe that teachers benefit greatly from visiting other classrooms throughout our campus. For this reason, we implement regular learning walks in which teachers visit their colleagues' classrooms with a focus on a specific strategy in which they would like to implement. Teachers also attend weekly "sacred" planning meetings to share ideas for lessons that will meet the needs of our diverse student population. Instructional coaches lead

content collaborative meetings called PDR (Professional Development Rotation) each week on a rotational basis to train teachers on instructional strategies, assist with data analysis, discuss professional literature and share ideas for effective instruction. It is important at Bear Creek Elementary to provide ongoing, very targeted, job-embedded professional learning.

Keeping staff morale at high levels is recognized as a critical component in retaining high-quality staff at Bear Creek when staff may want to work closer to their homes in Katy. Each month staff members will receive a special treat that shows how much they are appreciated by the administration team. Throughout the year, we will have events such as “The 15 Days of Joy” in which staff members receive appreciation incentives, special dress opportunities, and enjoying each others' company.

This improvement plan focuses on the 2017-2018 school year; and the demographic information comes from information available as of June 2017. Student enrollment at Bear Creek Elementary remained constant during 2016-2017, a pattern for the last three years. Current enrollment data shows that the Hispanic student group is the largest part of our population at 73.38%. The next two student groups are White at 17.03% and Black or African American- 5.14%.

Bear Creek Elementary doesn't have any identified students who are migrant. Attendance rates have steadily increased over the past 3 years as evidenced by the projected "A" rating for attendance on the TEA A-F Accountability rating system. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education. The campus is predominately a neighborhood school with 75.1% economically disadvantaged families. There are only 2 bus routes serving the school. Bear Creek Elementary student groups include 4.3% Gifted and Talented, 11.5% English as a Second Language, 13.2% Special Education, and 50.7% Limited English Proficient. Additionally, 69.7% are identified as at-risk.

Bear Creek Elementary employs 83 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 level training in August, and we provide campus-based SHARE (Successful Hiring and Retention of Educators) training with our Instructional Coaches, as well. All teachers who are new to BCE participate in a monthly SHARE (Successful Hiring and Retention of Educators) group. These mentoring sessions are led by our Leadership Team, and cover a variety of topics, such as effective instructional strategies, parent conferences, classroom management techniques, and practical information, like entering grades. With one on one go-to buddies assigned to every new staff member, we provide ongoing, very targeted, job-embedded professional learning. As of June 2017, 100% of our teachers have ESL certification. 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 hired approximately 10 new staff members for the 2016-2017 academic year. One reason for this large number was due to two (2) new Katy ISD elementary schools opening. Another reason that contributes to this high number is that 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 Administrative team to evaluate current practices, especially in the hiring of new staff based on their attitudes. As the year progressed, BCE Admin looked at the following factors to increase retention:

- *Uneven workload
- *Employee morale
- *Quality of work/productivity
- *Relationships between supervisors and staff
- *Opportunities for growth
- *Challenging and meaningful work practices

As the admin built closer relationships and streamlined expectations for staff occurred, current staff were also engaged in meaningful conversations about the following:

- *What they like and dislike about their roles?
- *What are their strengths? All staff members took the Strength Finders survey.
- *What ignites their passions?
- *What forms of recognition do they most appreciate?
- *What talents or skills do they wish they could utilize more?

As a result of those conversations and implementation of more leadership opportunities, recognition, and use of skills, BCE is slated to hire twelve new staff members for the 2017-2018 academic year. A plan for monitoring our retention strategy during the upcoming year will help admin identify trends and root causes, as well as, take necessary action.

Bear Creek Elementary employees approximately 83 staff that includes admin, teachers, instructional support, and paraprofessionals. As of May 2017, BCE had a total number of 649 absences for staff. This averages to approximately 4.3 absences on campus each day for the 2016-2017 academic year. Absence reasons included: Personal Illness, Family Illness, and Personal Business. Absenteeism is a workplace problem. There are serious human capital risks when teachers and paraprofessionals do not show up for work when scheduled. The reason is very simple. Staff (teachers and paraprofessionals) can only contribute in meaningful ways to the achievement of the school's goals and objectives when they are available to work. Absenteeism negates the goal of improvement. Excessive teacher absenteeism negatively impacts student academic achievement. Student learning is disrupted when a teacher is consistently absent from the classroom.

Demographics Strengths

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

1. 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.
2. 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.
3. Our attendance rate is consistently higher than 97%. Families at Bear Creek value student success and understand that attendance is crucial to student success.
4. Students who are withdrawn from BCE are typically moving to our neighboring district. A trend that we noted last year was that some families left BCE to attend a new private school and a new charter school that opened within our district boundaries. Interestingly, most of these students returned to BCE for the second semester.

Some of the Bear Creek Elementary notable strengths for staff quality include:

- *SHARE (Successful Hiring and Retention of Educators) group for 1st and 2nd year teachers
- *Go-to buddy colleague teacher for every person new to campus
- *Support of the Instructional Support team for the first two weeks in the classrooms of every person new to BCE
- *At least two Learning Walks supported for every teacher, to visit and learn from professional colleagues
- *Professional development provided at every staff meeting and supported financially through local, state, and national conferences
- *Grade level PLCS strengthen instruction through weekly planning with our Instructional Coaches
- *Instructional support staff members work with teachers new to the profession, through observation, model lessons, and feedback sessions
- *Administrative walkthroughs occur multiple times per semester for every teacher
- *Vertical academic teams called Content Focus Groups strengthen alignment of curricular objectives and instructional strategies
- *Restructuring our PDR/PLC grade level meetings to allow teams to meet every other week at a time other than their planning period

Some of the most notable enrichment strengths include:

- *In addition to our academic excellence, BCE is known for its beautiful artwork and outstanding musical programs. Fourth and fifth graders may participate in the Cougar Choir, a musical group that performs both on and away from campus.
- *Students have opportunities to participate in our Student Council, Safety Patrols, Cougar Choir, and the Katy ISD Spelling Bee. Student council members practice their marketing and math skills by operating a School Supply Store that serves students and parents.
- *The BCE staff is committed to providing students with quality reading materials at low prices. An on-campus bookstore, Bear Creek "Novel-ty" Bookstore, provides students, teachers and the community with opportunities to purchase new books that cost only \$1.50 each.

Some of the most notable parental involvement strengths include:

- *Parent Reading Seminars, Literacy Night, Back to School Curriculum Night for Parents, Family Fitness and Color Run, STEAM (Science, Technology, Engineering, Arts, and Mathematics) Night, Open House and more.
- *Parent communication is enhanced through the monthly parent calendar, Blackboard Messenger, Remind messages, marquee messages, school memos, and PTA fliers.
- *In coordination with the KISD Partners in Education office, Bear Creek is able to offer strong Volunteers in Public Schools (VIPS), Business Partners in Education (PIE), Junior Achievement (JA) and KEYS ("Keep Empowering Youth towards Success") Mentoring Program, Sister Schools with Hayes Elementary, and Watch D.O.G.S. (Dads of Great Students).

Some of the most notable student recognition strengths include:

- *As a PBIS (Positive Behavioral Interventions and Supports) campus, Bear Creek loves to recognize student citizenship and academic achievement. Daily students are given specific, authentic praise and rewarded with "Cougar Cash" which can be redeemed from a menu of incentives.

*Each nine weeks, the Principal's Pride Awards honor outstanding citizenship and the Principal's Academy Award recognizes outstanding academic achievement.

*Students are also recognized for excellent behavior in the cafeteria, recognition for exemplary attendance, and more! Front office personnel, substitutes, the principal and assistant principals reward excellent student behavior with "Golden Tickets". Even clean classrooms are spotlighted -- with the "Golden Trashcan" and "Golden Plunger" (cleanest restroom) awards from the custodial staff.

*We also love to display students' love of learning in a variety of ways, including parades for "Book Character Dress-Up Day" and a "Be Vocabulous" vocabulary parade.

What Students Say About Bear Creek Elementary

- "School is fun because you get to do different things every day."
- "I like math because I get to do hands-on activities."
- "I like recess because we get to take a break from work and play on our cool playground."
- "I am excited about school in the morning because I know that I am going to do my best."
- "Science is great because you get to participate in exciting activities in our science lab."
- "We have good kids in our class, and I feel safe at school."
- "Our teachers care about us!"

Some of the most notable staff strengths include:

- Bear Creek Elementary staff values professional development and seeks opportunities to participate in staff development outside of what the district requires.
- 100% of the certified staff and 100% of the paraprofessional staff have participated in multiple professional development opportunities during this past school year.
- 100% of the BCE staff is certified in teaching students with English as a Second Language.
- The technology staff development opportunities have helped the staff become more competent and effective with the use of technology in the classroom.
- The latest TAPR indicates that the average number of years of experience of Bear Creek Elementary teachers is 11.9 which is slightly more than the district (11.4) and state (10.9) average number of years of experience.
- The percentage of beginning teachers (2.1%) is less than the district (5.5%) and state (8.1%).

- Teachers with 1-5 years of experience (27.6%) is more than the district (25.5%) and state (27.3%).
- The percentage of teachers with 6-10 years of experience (19.6%) is less than the district (24.7%) and state (21.7%).
- Teachers with 11-20 years of experience (36.5%) is more than the district (29.3%) and state (27.3%).
- Those teachers with over 20 years of experience (14.2%) is less than the district (14.9%) and state (15.7%).
- The TAPR also confirms that the number of teachers who hold masters degrees (23.1%) is lower than the state (23.6%) and the district (24.7%).
- Our campus is staffed with an academic support team of 8.5 teachers and three paraprofessionals. This team serves a diverse group of students who need Tier II and Tier III intervention and support.
- Grade level Professional Development Rotations (PDRs) and "Sacred" planning sessions facilitated by our Instructional Coaches strengthen instruction through the alignment of the curriculum, lesson planning and the pacing/long-range planning calendar.
- Our Classroom Technology Designer provides technology staff development opportunities that help the staff become more competent and effective with the use of technology in the classroom.
- Our high-quality, talented teachers and staff set academic and personal goals at the start of the year, and they meet with the administration team at the beginning, middle and end of the year to discuss their progress over the course of the school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The latest report shows an increase from 10.3% to 13.2% of students identified as needing special education services. We are working to increase instructional effectiveness with this student population. **Root Cause:** There are more students joining our campus in need of special education services. There are also several current Bear Creek students qualifying for special education services.

Problem Statement 2: 69.7% of Bear Creek's student population are considered at-risk. This is above both the district and state averages. Seven out of every ten students has one or more characteristics affiliated with increased chance of drop out. We are responsible for mitigating the effects of these characteristics. **Root Cause:** Our at-risk population of students continues to increase every year.

Problem Statement 3: In the 2016-2017 school year, an average of 4.3 staff members were absent each school day. Children's academic progress is hindered when substitutes are in their classrooms. **Root Cause:** Some teachers are not fully engaged with their work and many teachers are parents of young children, who have illnesses, need to see doctors, etc., causing staff to have to miss a day of work.

Problem Statement 4: As an at risk campus we continue to lose quality trained staff members to campuses with smaller at-risk populations. **Root Cause:** Our district is growing and opening new campuses where teachers transfer to be closer to where they live.

Problem Statement 5: We have 50.7% of our students who are Limited English Proficient, indicating the need for instructional strategies that go beyond the verbal delivery and that focus on building academic language and vocabulary. **Root Cause:** Our state and district are increasingly becoming more diverse which has an impact on our campus.

Student Academic Achievement

Student Academic Achievement 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 has been a major emphasis on our campus. TELPAS data indicates that there is additional focus needed in developing language skills in ELL's because 2 out of 5 grade levels TELPAS progress decreased.

TELPAS: STUDENTS PROGRESSING IN COMPOSITE SCORES BY AT LEAST ONE LEVEL

Grade	2016	2017	Difference
First Grade	83%	78%	-5%
Second Grade	56%	56%	none
Third Grade	61%	49%	-12%
Fourth Grade	60%	67%	+7%
Fifth Grade	79%	84%	+5%

All schools in Texas must meet standards set in four state accountability areas. For the 2016-2017 school year Bear Creek Elementary met all 4 targets:

- Domain 1-Student Achievement. Bear Creek Elementary Index points: 70 (state target score=60)
- Domain 2-Student Progress. Bear Creek Elementary Index points: 39 (state target score=32)
- Domain 3-Closing Performance Gaps. Bear Creek Elementary Index points: 36 (state target score=28)
- Domain 4- Post-Secondary Readiness. Bear Creek Elementary Index points: 36 (state target score=12)

These scores result in Bear Creek Elementary receiving a **2017 Texas Accountability Met Standard Rating**. Bear Creek Elementary earned no distinctions. TEA released the list of priority and focus Title I campuses who are in need of intervention as per federal statute on June 26, 2017. Using new methodology this year, TEA identified Bear Creek Elementary as a Title I Focus campus based on reading and math performance by student group during the 2015-16 school year and used the data to determine campuses who were in the bottom percentile of all Title I schools. A new list of campuses will not be released until at least Fall 2018.

Focus schools are required to:

- Engage in the Texas Accountability Intervention System (TAIS) continuous improvement process in alignment with the ESEA turnaround principles

- and Critical Success Factors (CSFs);
- Include instructional intervention(s) in the school's 2017-18 campus improvement plan as required by Texas Education Code and provide designated Education Service Center (ESC – Region 4) with access to the improvement plan;
- Work with Region 4 on implementation of school improvement efforts and improved instruction;
- Participate in at least one initial consultation with a Region 4 contact and one additional service/event hosted by the ESC that is listed as a part of the ESC's contractual Focus School Support activity plan; and
- Provide campus and district contact information to the local regional ESC.

Focus schools are eligible for additional funding to be spent directly on targeted improvement efforts.

On the 2017 STAAR, the following scores for all grades show the percentage at the Approaches Grade Level Standard:

- All subjects- 70% (State 75% and District 89%)
- Reading- 73% (State 72% and District 87%)
- Math-73% (State 79% and District 91%)
- Writing-52% (State 67% and District 82%)
- Science-69% (State 79% and District 92%)

The following scores show the percent of students at the Masters Grade Level:

- Reading- 20% (increase from 18%)
- Math- 16% (increase from 8%)
- Writing- 2% (decrease from 12%)
- Science- 9% (increase from 5%)

On Domain 2, Student Growth, we were measured in two content areas, Reading and Math. We believe that ALL students should show at least one year of growth, but this year, in Reading, 53% of our students Met or Exceeded the Progress Measure, and in Math, 61% of our students did so. (These numbers reflect a decrease of 15% in Reading but no change in Math.)

A deep analysis of the above scores by grade level and by each student group reveals 12 groups remained the same, 65 groups decreased, and 29 groups increased. Among eight different STAAR tests given at three grade levels, our scores decreased in six areas (3rd Reading, 3rd Math, 4th Math, 4th Writing, 4th Reading, and 5th Math), and increased in two areas (5th Reading and 5th Science).

After an analysis of student groups we can note that growth in our students is not equal. The performance of our special education students is consistently much lower than other sub-populations. Note the highest and lowest 2017 STAAR scores listed below:

- 3rd Grade Reading: 84% White- 31% Special Education
- 3rd Grade Math: 89% White- 46% Special Education

- 4th Grade Reading: 71% White-38% Special Education
- 4th Grade Math: 88% White -38% Special Education
- 4th Grade Writing: 65% Bilingual- 38% Special Education
- 5th Grade Reading: 95% White- 21% Special Education
- 5th Grade Math: 86% White- 25% ESL
- 5th Grade Science: 90% White- 21% Special Education

Bear Creek Elementary met 26 of the 32 State System Safeguards which means they met or exceeded the target of 60%. Bear Creek missed the following state system safeguards: Reading (43%) and Math (45%) for Special Education and Writing for All Students (52%), Hispanic (54%), Economically Disadvantaged (49%), and ELL (Current and Monitored;56%).

With federal target rates of 91%, BCE missed all of the federal performance safeguards for reading and mathematics as follows:

Reading: All Students (73%), Hispanic (71%), White (83%), Economically Disadvantaged (67%), Special Education (43%), and ELL (66%).

Mathematics: All Students (73%), Hispanic (68%), White (88%), Economically Disadvantaged (67%), Special Education (45%), and ELL (64%).

Among these various group, individual students will be targeted for intervention and acceleration through the Response to Intervention process.

Student Academic Achievement Strengths

Bear Creek Elementary has a population of hard-working students. BCE is proud of our student achievement strengths, including:

READING:

3rd Grade STAAR scores for White students improved 9% (75%-84%) and for Female students by 4% (75% to 80%).

4th Grade STAAR scores for African American students improved by 33% (67%-100%).

4th Grade STAAR scores for African American students improved 20% (80%-100%).

5th Grade STAAR scores improved 1% overall (82% to 83%) and for Females by 4% (83%-87%).

5th Grade STAAR scores for students identified as Economically Disadvantaged improved by 5% (75%-80%).

5th Grade STAAR scores for students identified as Special Education improved by 11% (44%-55%).

5th Grade STAAR scores for Hispanic students improved by 2% (78%-80%) and for Whites by 12% (83%-95%).

Overall, STAAR scores for White students improved by 2% (81%-83%) and for Females by 9% (71%-80%).

Math:

3rd Grade STAAR scores for ESL students improved by 2% (65%-67%) and for White students by 10% (79%-89%).

3rd Grade STAAR scores for Females improved by 19% from 59% to 78%.

4th Grade STAAR for students eligible for Special Education rose by 15% from 23% to 38%.

4th Grade STAAR for African American students increased by 77% from 33% to 100% and for White by 3% from 85% to 88%.

4th Grade STAAR for Males rose by 8% from 57% to 65%.

Overall, Math STAAR scores improved for Whites by 2% (86%-88%), for Females by 17% (57%-74%), and by 7% for Males (64%-71%). The percent of students exceeding growth expectations rose by 4% from 18% to 22%.

Science:

All students at BCE participate in hands on science lab investigations on a bi-weekly or weekly basis (depending on grade level). Students report Science as their favorite subject in all grade levels!

5th Grade Science STAAR achievement was attained by ALL sub-populations (no System Safeguards in this area).

5th Grade STAAR scores improved overall by 10% (59%-69%).

5th Grade STAAR scores improved for At-Risk students by 4% (45%-49%), Bilingual students by 39% (32%-71%), Economically Disadvantaged students by 13% (53%-66%), LEP students by 24% (35%-59%), Hispanic students by 16% (49%-65%), White students by 15% (75%-90%), Females by 17% (60-77%), and for Males by 4% (58%-62%).

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Reading & Math State System Safeguards: 2017 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th, and 5th grades in all subject areas. In order to increase student success it was determined that there is a need for greater

structures and strategies for providing support, accommodations, acceleration and interventions for Special Education students. **Root Cause:** Approximately 50% of students receiving Special Education services are also students identified as Limited English Proficient. Root causes include lack of access to classroom instruction for some of these students, lack of effective In Class Support, uneven provision of accommodations, lack of time for effective communication between SPED staff and general education teachers.

Problem Statement 2: Writing System State System Safeguards: STAAR data indicates that 4th Grade Writing performance dropped by 16 percentage points. No students scored a 7 or 8 on their essays; 94 out of 116 scored a 4 or less. Too many students are unable to effectively develop and communicate an idea in writing. **Root Cause:** Students are not effectively able to elaborate and lack voice and craft in their writing. Another root cause is uneven quality of writing instruction across the campus. Teachers need training in effective writing instruction and conferencing. Another root cause is lack of understanding of how to teach grammar and conventions, and doing so daily.

Problem Statement 3: TELPAS data indicates that only 56% of 2nd grade ELL students advanced at least one proficiency level or more and only 49% of 3rd grade ELL students advanced at least one proficiency level or more. **Root Cause:** Students are not receiving enough instruction in English to advance them to the next level in TELPAS. Teachers need training in the area of sheltered instruction and building academic language and vocabulary.

Problem Statement 4: Federal System Safeguards (91%) were not met for all students or any sub-population group in Reading (73%) or Math (73%). **Root Cause:** Staff need additional training on the implementation of Reading and Math workshop, especially for second language learners.

Problem Statement 5: The number of students scoring at Masters Grade Level performance in reading, writing, math, and science needs to increase and all students need to make academic progress. **Root Cause:** Teachers lack training in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science. Teachers are lack the necessary training to be able to consistently use quality and effective questioning during instruction.

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). Pre-Kindergarten is using Circle Progress Monitoring. Kindergarten through 1st grade utilize the mCLASS screener and 2nd grade uses the HMH Math Inventory. I-Station, Imagine Math, District Level Assessments (DLAs), campus benchmarks and STAAR are focus areas in grades 3 through 5. Kindergarten through 5th grade all use Fountas and Pinnell 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.

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 admin, faculty, parent/students. Paws for Planning (extended 1/2 day of planning) will be revamped for the 2017-2018 school year as it has gained more support and has been extended to include PreK. 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 true north 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, the school's leveling up program, 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, 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 all over the building. There are both primary and intermediate computer labs with 25 computers each. The labs are used for a variety of teaching and learning programs. Additionally, there are several computers in the library where 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, educreation, 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. We have had three teams of Connected Learners this year immersing themselves in the SAMR Model, two Canvas Teacher Leaders and several staff members who presented at TCEA (Texas Computer Educator Association) conference in the spring of 2017. The majority of the teachers are accustomed to integrating use of SmartBoard technology including document camera and Apple TV or Mirror360 into their daily activities and lessons.

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 team and vertical teams to align curriculum and ensure everyone has a clear understanding of the expectations and goals. Classroom teachers have conducted learning walks 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 has recognized the following strengths:

- *Teacher generated roadmaps that target specific TEKS for instruction
- *Teacher analyzed heat maps
- *Teacher created common assessments or EOUs
- *Weekly team planning/PLCs

- *An improved RtI collaborative process
- *Planning in Content Focus Groups and teams
- *Teachers ability to identify strategies for students in Tier 1 and Tier 2
- *Bi-monthly local professional development (content collaborative meetings)/PDR
- *Teachers attending outside district professional development
- *Teachers conducting learning walks and peer observations to observe peers
- *Used Title I, Title III and Special Projects to fund teacher tutoring
- *Providing differentiated instruction
- *Conducting professional development opportunities after school weekly (Tuesday Topics) and monthly (staff meetings, PBIS, TLC meetings)
- *Teacher implemented problem solving strategies to strengthen conceptual understanding of math concepts
- *Intervention time to target science curriculum for fifth grade students once a week
- *CAT team
- *WOW Mom's/Copy Angels Work Baskets
- *Team Leader Meetings
- *Instructional Staff Meetings
- *Staff Development targeting school needs
- *Technology Purchases with Title I funding for iPads
- *Book Study- Strength Finder
- *Weekly Wednesday Love and Logic helpful hint emails
- *Staff Outings

- *Webinars with Leadership Team
- *Daily Professional Development Rotation (PDR)- content focused staff development, choice PDR and data meetings.
- *SHARE for 1st and 2nd year teachers
- *Super specials - PAWS for Planning each grading period
- *Ownership of students' learning through a self-recording of progress using student-friendly charts (leveling-up program)
- *Implementation of writing celebrations across grade levels
- *Interruptions in classrooms to the instructional day are 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
- *RTI is being utilized successfully with students being referred to the appropriate special population.
- *A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
- *Safety drills are practiced and conducted often in an efficient manner.
- *Implementation of math challenges that motivates students to seek progress on their own learning (TTM leveling up, Fastt Math fact fluency challenge)
- *Students in need of academic strength received extra services during the school day
- *ELL students have the opportunity to enrich their art, music and science learning experiences through various different clubs (Abrakadoodle, Cougar Choir and Mad Science) offered after school
- *All fifth grade students receive hands-on science intervention once a week
- *All students K-4 are engaged in science lessons conducted in the lab twice a month (PK beginning in spring semester).
- *All students receive instruction in the science lab in addition to their classroom instruction in the science subject.

- *SHARE Group for first and second year teachers
- *Team Leader Council
- *Use of monthly calendar, Blackboard, marquee, etc. to communicate school events
- *Cougar Pride campus meetings for all students and staff monthly
- *Bi-monthly Leadership team meetings
- *Consistent use of the Response to Intervention model resulting in high levels of students receiving appropriate interventions and placements needed (i.e., Title I, 504/Dyslexia Intervention Program and Special Education)
- *Great partnership with active PTA
- *Content Focus Groups
- *Communication with staff via Remind app
- *Two full computer labs are available for students with additional computers in the library
- *During the 2016-2017 school year, teachers received extensive training on how to integrate technology (with iPads or Chromebooks and the interactive white board) into their instruction from our Classroom Technology Designer. Follow-up professional development is planned for the 2017-2018 school year.
- *Every classroom has iPad and/or Chromebook with Internet access for all students.
- *Each 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, Apple TVs or Mirror360, a SmartBoard, and a document camera in keeping with current technology.
- *Our campus is provided a Classroom Technology Designer as well as Campus Technology Coordinator.
- *Teacher generated roadmaps that target specific TEKS for instruction

Bear Creek Elementary is also proud of the following strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
2. Teachers accommodate special populations with more time and individualized instructional plans.
3. RTI is being utilized successfully with students being referred to the appropriate special population.
4. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
5. Interruptions to the instructional day are kept to a minimum.
6. Safety drills are performed frequently and efficiently.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The number of students scoring at “Masters Grade Level” performance in reading, writing, math, and science needs to increase and all students need to make academic progress. **Root Cause:** Teachers lack training in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science. Teachers lack the necessary training to be able to consistently use quality and effective questioning during instruction.

Problem Statement 2: The teachers struggle to implement the district curriculum including the unit plans with fidelity campus wide. **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: Bright Bytes data suggests that teachers do not fully understand the four Cs (communication, collaboration, creativity, critical thinking), resulting in lack of student mastery of online skills. **Root Cause:** Lack of professional development in this area in order for students to not only be consumers of technology, but also producers utilizing technology. Teachers need updated and refresher professional development regarding emerging technology and applications to improve and enhance skills and comfort levels for using the new and ever-changing hardware and software.

Perceptions

Perceptions Summary

One of the core beliefs at Bear Creek Elementary is that students, staff and community members thrive best in an environment that is fully immersed in positivity and clear expectations for every procedure. With this in mind, Bear Creek Elementary implements School-Wide Positive Behavioral Interventions and Supports. Positive Behavioral Interventions and Supports, or PBIS, is a school-wide discipline 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 all leadership team members, including administrators. Upon initial implementation, the majority of the committee members attended the Texas Behavior Support Conference to receive professional development in the area of Positive Behavioral Interventions and Supports. 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 Core Essential curriculum on the announcements, during classroom instruction, and with guidance lessons. Students and staff are recognized at a 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 Post-it notes. Teacher Cougar Cash is used with our staff as incentives for going above and beyond and can be redeemed for prizes and incentives.

*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 ELL students.

*Academic Helpers

*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, planners, 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 ESOL parent population is increasing and so are the number of parent volunteers.

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

English/Spanish information provided to all parents.

Provide Love and Logic classes on our campus for parents. Because many of our parents walk to campus and do not have access to a vehicle to attend an off site ESOL class, we have brought parent classes such as the Wellness for Growth Foundation and Listo! onto campus to provide English, computers and other training for our Spanish-speaking parents.

Perceptions Strengths

Bear Creek Elementary School celebrates these strengths:

*Campus discipline data shows positive progress with the number of office discipline referrals being reduced from 353 throughout the 2013-2014 school year to 268 throughout the 2014-2015 school year to 166 during the 2015-2016 school year, and 122 referrals during the 2016-2017 school year. This was the fourth full year for implementation of PBIS at Bear Creek Elementary. This demonstrates a significant decrease each year in discipline referrals, even when a couple of students have a large number of those referrals.

*Students are able to earn Cougar Cash to redeem for prizes as an incentives for meeting PAWSitive behavior expectations.

*Teachers are able to earn Teacher Cougar Cash to be used towards incentives for implementing PBIS.

*All classrooms, hallways, restrooms and common areas have PAWSitive behavior expectation posters in English and Spanish with the matrix of behavior expectations that are specific to each area.

*Students are regularly seen throughout the building displaying appropriate behavior aligned to the school-wide behavior expectations.

*Implementation of Love and Logic strategies worked because teachers improved their classroom management.

*Core Essentials works on school and district wide authentic use of character traits.

*Red Ribbon Week worked because it created a better partnership with the PTA and promoted students making healthy choices.

*Having student Safety Patrols worked because it allowed students to take responsibility in keeping their fellow students safe and their school a safe environment.

*Anti-bullying Lessons by counselor were effective because students became more aware of the appropriate behavior to emulate and what to do if they are being bullied.

*Cougar Character and Principals' Pride awards worked because students and staff were recognized for outstanding citizenship.

- *VIP - Very Important Privileges- 5th Grade Leaders apply for special privileges based on citizenship and grades.
- *Clear Expectations using CHAMPS worked to provide appropriate student behaviors during different classroom activities and building locations.
- *Anti-bullying sessions by Administration worked to train staff on recognizing and appropriately responding to bullying situations.
- *Capturing Kids Hearts works due to continuing to train staff and implement strategies.
- *Carol Gallagher, school counselor ate lunch with all students in the building throughout the year worked because she develops relationships with all students.
- * Safety talk provided at each staff meeting by campus safety liaison.

* 4 crossing guards

Bear Creek Elementary works hard to maintain these strengths:

- *A process to involve parents in planning, implementing and evaluating family involvement activities through PTA and CAT Team
- *Hosted an orientation program to prepare volunteers
- *Houston NorthWest Community Center partnerships for Houston Food Bank Backpack Buddies program, Thanksgiving boxes, etc.
- *Exterran Energy Corporation backpack and supplies giveaway
- *Book Character Dress-Up Day
- *Meet the Teacher
- *Back-to-School Night
- *Family Fitness Night/Color Run
- *Red Ribbon week
- *Junior Achievement
- *Back to School Curriculum Night

- *Spelling Bee
- *Book Fairs
- *Hosted Literacy Night entitled Camp Read-A-Lot
- *1st, 3rd and 5th Grade Music Programs
- *STEAM Night
- *Be Vocabulous Parade
- *Jingle Bell Walk Around the Block Walk
- *Rodeo dancing
- *Kindergarten Rodeo
- *Open House/Fine Arts Night
- *PIE Spirit Nights- fall/spring
- *5th grade awards ceremony
- *Student Council Fundraisers, School Store, Recycling and campus improvement
- *Staff members presenting at Boy Scout and Girl Scout meetings
- *Raz-Kids and Learning A-Z Web-based Program
- *Destination Imagination
- *Kindergarten Orientation Night
- *Grade level newsletters
- *WOW moms volunteering every Wednesday

- *Kindergarten Community Helpers Week
- *FaceBook, Remind, Instagram and Twitter links
- *Reading Rave
- *Muffins for Mom and Donuts for Dads
- *Promoted KEYS Mentoring Program (Keep Encouraging Youth toward Success)
- *Promoted VIPS (Volunteers in Public Schools)
- *Supported PIE (Partners in Education)
- *Held PTA Meetings
- *Evening Book Fair open house
- *Grandparent's Day lunches
- *Watch D.O.G.S. (Dads of Great Students)
- *Taught the Core Essentials Program
- *Held Learning Celebrations on grade levels each grading period and with parents at the end of the year
- *Hosted Learning Walks for parents
- *Implemented PBIS with a committee/team
- *Met monthly to discuss PBIS strengths and areas to improve
- *Promoted positive behavior with Cougar Cash and a bi-monthly Blue Light Specials and Daily Doubles for incentives
- *Created a Student Voices group and met with students from 2nd-5th every other month.
- *Created an Aspiring Leaders group that met four times during the 2015-2016 school year.

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: Attendance is decent at parent or family events, but we are not reaching all families. In order to continue serving our students to the best of our ability, an increase in parent involvement would create more visible interactions for our students and increase the productivity of the school as a whole. Parent involvement is not equal among the parents of all student groups. **Root Cause:** The root cause is that due to the various working hours and demands of their jobs, working parents cannot always come to school. As a school, we must improve the ways and frequency with which we communicate the importance of the events we hold at school. We must create engagement.

Problem Statement 2: Many teachers are not equipped with the knowledge and strategies to handle highly disruptive students and are searching for consequences. We need to become a "No Place for Hate" and a "School of Character" as recognized by TEPSA. **Root Cause:** Our campus lacks training in strategies to identify behavioral triggers and how to deescalate behaviors. Teachers need to be consistent in enforcing our SWPBIS expectations in every area of the school.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- 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
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Growth and Success (Student Achievement):

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.


Performance Objective 1: State and Federal System Safeguards: By June 2018, 91% of Bear Creek Students will meet standard on the Reading STAAR test, Domain 1 for Student Achievement.

Evaluation Data Source(s) 1: At the end of the year, we will use STAAR Reading Domain 1 scores for all student groups with special attention towards special education students and ELL's to determine if this performance objective was met.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>1) Daily literacy instruction will incorporate inferencing, summarization, writing, reading strategies, reading comprehension 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>All teachers Instructional Coaches Title I Teachers Academic Support Teachers Classroom Teachers Administration</p>	<p>Reading progress ISIP/I-Station Reading grades Benchmarks Common Assessments STAAR ISIP Common Assessments DLA's Progress Reports Report Cards ISIP I-Station Fountas & Pinnell Professional Development Agendas Collaborative Meetings ELT Schedule/Lesson Plans Teacher Observations/Walkthroughs Reader's Notebooks Leveling Up Charts STAAR Results</p>				
<p>Problem Statements: Student Academic Achievement 1, 4, 5</p> <p>Funding Sources: 211 - Title I Part A - \$7,000.00, 199 - General Fund - \$3,000.00, 211- Title I School Improvement Grant - \$7,500.00</p>							

2) A sense of BCE as a reading community will be enhanced through many activities that promote literacy and reading.		All teachers Instructional Coaches Title I Teachers Academic Support Teachers Classroom Teachers Administration	Classroom libraries Reading progress ISIP/I-Station Reading grades Benchmarks Common Assessments STAAR ISIP Common Assessments DLA's Progress Reports Report Cards ISIP I-Station Fountas & Pinnell Professional Development Agendas Collaborative Meetings ELT Schedule/Lesson Plans Teacher Observations/Walkthroughs Reader's Notebooks Leveling Up Charts STAAR Results Book Mobile				
Funding Sources: 211 - Title I Part A - \$8,400.00, 199 - General Fund - \$1,000.00, 199 - General Fund PTA Donation - \$500.00							
							

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Reading & Math State System Safeguards: 2017 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th, and 5th grades in all subject areas. In order to increase student success it was determined that there is a need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Education students. Root Cause 1: Approximately 50% of students receiving Special Education services are also students identified as Limited English Proficient. Root causes include lack of access to classroom instruction for some of these students, lack of effective In Class Support, uneven provision of accommodations, lack of time for effective communication between SPED staff and general education teachers.</p>
<p>Problem Statement 4: Federal System Safeguards (91%) were not met for all students or any sub-population group in Reading (73%) or Math (73%). Root Cause 4: Staff need additional training on the implementation of Reading and Math workshop, especially for second language learners.</p>
<p>Problem Statement 5: The number of students scoring at Masters Grade Level performance in reading, writing, math, and science needs to increase and all students need to make academic progress. Root Cause 5: Teachers lack training in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science. Teachers are lack the necessary training to be able to consistently use quality and effective questioning during instruction.</p>







Goal 1: Student Growth and Success (Student Achievement):

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 2: State and Federal System Safeguards: By June 2018, 91% of Bear Creek students in grades 3, 4, and 5 will meet standard on the Math STAAR test, based on Domain 1, Student Achievement.

Evaluation Data Source(s) 2: At the end of the year we will use STAAR Math Domain 1 scores for all student groups with special attention on special education and ELL student groups to determine if this performance objective was met.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Math TEKS. Students will use the CRA Model via hands-on activities, guided math, vocabulary instruction, and interactive notebooking.</p>		<p>All certified teachers All paraprofessionals Instructional Coaches Title I Teachers Academic Support Teachers Classroom Teachers Administration Special Education Teachers</p>	<p>Math Benchmarks Grades Common Assessments STAAR Results Common Assessments DLA's Progress Reports Report Cards HMH/TTM MClass Professional Development Agendas Collaborative Meetings Plans Teacher Observations/Walkthroughs Leveling Up Charts Teachers provided Math trainings that support Math TEKS.</p>				
<p>Problem Statements: Student Academic Achievement 1, 4, 5</p> <p>Funding Sources: 211 - Title I Part A - \$10,050.00, 199 - General Fund - \$0.00, 211- Title I School Improvement Grant - \$7,500.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 1: Reading & Math State System Safeguards: 2017 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th, and 5th grades in all subject areas. In order to increase student success it was determined that there is a need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Education students. **Root Cause 1:** Approximately 50% of students receiving Special Education services are also students identified as Limited English Proficient. Root causes include lack of access to classroom instruction for some of these students, lack of effective In Class Support, uneven provision of accommodations, lack of time for effective communication between SPED staff and general education teachers.

Problem Statement 4: Federal System Safeguards (91%) were not met for all students or any sub-population group in Reading (73%) or Math (73%). **Root Cause 4:** Staff need additional training on the implementation of Reading and Math workshop, especially for second language learners.

Problem Statement 5: The number of students scoring at Masters Grade Level performance in reading, writing, math, and science needs to increase and all students need to make academic progress. **Root Cause 5:** Teachers lack training in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science. Teachers are lack the necessary training to be able to consistently use quality and effective questioning during instruction.

Goal 1: Student Growth and Success (Student Achievement):

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 3: By June 2018, 65% of Bear Creek 4th grade students will meet standard on the Writing STAAR test, Approaches Grade Level Standard.

Evaluation Data Source(s) 3: At the end of the year we will use STAAR Writing Domain 1 scores for all student groups with special attention on special education and ELL students to determine if this performance objective was met.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Writing TEKS.</p>	2	Principal Assistant Principals ELA/Social Studies Classroom Teachers Instructional Coaches Classroom Teachers Administration	Daily implementation Summative reading evaluations/STAAR Common Assessments DLA's Progress Reports Report Cards TELPAS Professional Development Agendas Collaborative Meetings ELT Schedule/Lesson Plans Teacher Observations/Walkthroughs Writer's Notebooks Writing Celebrations Leveling Up Charts STAAR Results				
Problem Statements: Student Academic Achievement 2 Funding Sources: 199 - General Fund PTA Donation - \$9,000.00, 211 - Title I Part A - \$2,000.00							

Performance Objective 3 Problem Statements:

Student Academic Achievement

Problem Statement 2: Writing System State System Safeguards: STAAR data indicates that 4th Grade Writing performance dropped by 16 percentage points. No students scored a 7 or 8 on their essays; 94 out of 116 scored a 4 or less. Too many students are unable to effectively develop and communicate an idea in writing. **Root Cause 2:** Students are not effectively able to elaborate and lack voice and craft in their writing. Another root cause is uneven quality of writing instruction across the campus. Teachers need training in effective writing instruction and conferencing. Another root cause is lack of understanding of how to teach grammar and conventions, and doing so daily.


Goal 1: Student Growth and Success (Student Achievement):

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 4: By June 2018, 75% of 5th Grade Bear Creek students will meet standard on the Science STAAR test, Approaches Grade Level Standard.

Evaluation Data Source(s) 4: At the end of the year, we will use STAAR Science Domain 1 scores for all student groups with special attention towards ELL's and special education student groups to determine if this performance objective was met.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) 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>		<ul style="list-style-type: none"> *All science teachers *Instructional Coaches *Title I Teachers *Classroom Teachers *Administration *Special Education Teachers *All certified teachers *All paraprofessionals 	<p>1. IMPLEMENTATION-</p> <ul style="list-style-type: none"> *Science grades *Science STAAR test results *Common Assessments *DLA's *Progress Reports *Report Cards *Professional Development Agendas *Collaborative Meetings *ELT Schedules/Lesson Plans *Science Lab Schedule/Lesson Plans *Science Club/ Projects Teacher *Observations/Walkthroughs *Leveling Up Charts *Teachers provided Science trainings that support Science TEKS. 				
Funding Sources: 211 - Title I Part A - \$7,000.00, 199 - General Fund - \$4,000.00							
							







Goal 1: Student Growth and Success (Student Achievement):

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 5: By June 2018, 91% of Bear Creek students will meet End-of-Year passing expectations on Social Studies TEKS.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Social Studies instruction will include connections between English Language Arts and Social Studies TEKS with an emphasis on vocabulary. Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Social Studies TEKS. Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Social Studies TEKS.</p>		<p>*Social Studies and Language Arts teachers *Title I Teachers Classroom Teachers *Administration *Instructional Coaches</p>	<p>1. IMPLEMENTATION- *Language/social studies grades *Common Assessments *Progress Reports *Report Cards *Professional Development Agendas *Collaborative Meetings *Teacher *Observations/Walkthroughs *Leveling Up Charts</p>				
<p>Funding Sources: 211 - Title I Part A - \$2,611.00, 199 - General Fund - \$1,000.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Student Growth and Success (Student Achievement):

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 6: Systems Safeguards- Option B- Target Math, Reading and Writing instruction for Hispanic, Economically Disadvantaged and ELL students. Utilize Title III Immigrant Funds to supplement literacy, math and writing instruction.

Evaluation Data Source(s) 6: To meet the needs of students currently not meeting state or federal expectations in reading and math. utilize Title I, Title III, Special Projects, and State Compensatory Education funds to employ specialists in each curriculum area who can work with small groups of at-risk children during Extended Learning Time and after school.

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Bilingual/ESOL reading resources will be purchased for the literacy library and reading intervention. Teachers will use instructional materials to promote literacy in the classroom. Additional math, reading and science resources will be purchased for classroom and school-wide instruction and support.		Bilingual Team Leader Principal Bilingual/ESOL Staff Principal Assistant Principals ESOL Teachers Part time Tutorial Teachers	Improved reading instruction and student reading Achievement Fountas & Pinnell I-station formative data STAAR Results PEIMS Identified Immigrant Students Student Achievement Data Sources: Student Engagement Subjective Data: Walkthroughs/Observations Grades				
Problem Statements: Student Academic Achievement 3 Funding Sources: 263 - Title III LEP - \$5,000.00							

Performance Objective 6 Problem Statements:

Student Academic Achievement
<p>Problem Statement 3: TELPAS data indicates that only 56% of 2nd grade ELL students advanced at least one proficiency level or more and only 49% of 3rd grade ELL students advanced at least one proficiency level or more. Root Cause 3: Students are not receiving enough instruction in English to advance them to the next level in TELPAS. Teachers need training in the area of sheltered instruction and building academic language and vocabulary.</p>

Goal 1: Student Growth and Success (Student Achievement):

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 7: Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate multiple technology tools relevant to the digital learner.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All students and teachers will utilize best practices in technology to increase student achievement in all instructional areas.		Classroom Teachers	Formative evaluations each nine weeks.				
		Special Education Teachers	Summative evaluations-				
		District Personnel	Improvement in individual student achievement.				
		Principal	Assess projection				
		Assistant Principals	Instructional integration --per semester				
		Instructional Leadership	Assess the level of social networking integration --				
		Team/Instructional Coaches	per semester				
		Testing Coordinator	June 2017 Classroom				
		as applicable	Teachers				
		Technology Division	Specific lesson plans in				
		Teaching & Learning Division	forethought utilizing technology integration aligned to TEKS and STAAR				
Problem Statements: School Processes & Programs 3							
							

Performance Objective 7 Problem Statements:

School Processes & Programs
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Problem Statement 3: Bright Bytes data suggests that teachers do not fully understand the four Cs (communication, collaboration, creativity, critical thinking), resulting in lack of student mastery of online skills. **Root Cause 3:** Lack of professional development in this area in order for students to not only be consumers of technology, but also producers utilizing technology. Teachers need updated and refresher professional development regarding emerging technology and applications to improve and enhance skills and comfort levels for using the new and ever-changing hardware and software.

Goal 1: Student Growth and Success (Student Achievement):

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 8: Increase the growth and achievement of all students by June of 2018 by increasing Domain 2, Student Progress, by at least 10 points.

Evaluation Data Source(s) 8: At the end of the year, we will use STAAR data for all student groups and special populations to determine if a minimum of one year's growth was made.

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize collaborative teamwork for instructional planning and assessments to include: Data analysis by grade, subject, student group, and progress measure Data analysis through reflective questions using the Lead4Ward processes Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue Development of an instructional plan/Action Plan based on data analysis to be included in the campus improvement plans. Individual student data analysis and student goal setting sessions	8	Ex. Director, Research, Assessment and Accountability Curriculum & Instruction Departments Principal Assist. Prin. Team Leaders Instructional Leadership Team Instructional Coaches	DLA reports and metrics End-of-Year STAAR reports System Safeguard Data Distinction Designation data PBMAS indicators for ELL, SPED, and NCLB Evaluation according to DLA calendar Instructional Coach meetings each month as evidenced on the agenda Conversations with Executive Leadership Team monthly Evidence of differentiated instruction in lesson plans weekly				
Problem Statements: School Processes & Programs 2, 3 Funding Sources: 211- Title I School Improvement Grant - \$5,000.00							

<p>2) (Technology) Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate multiple technology tools relevant to the digital learner.</p>		<p>Technology Division Teaching & Learning Division Principals Instructional Leadership Team Instructional Coaches Classroom Technology Designers</p>	<p>Defined Instructional strategies in Forethought facilitating technology integration Specific lesson plans in Forethought utilizing technology integration aligned to State Assessments Bright Bytes Survey Attendance of iCamp Connected Learner Initiative Digital star Teacher Recognition</p>				
<p>3) [Gifted and Talented/Advanced Academic Studies (G/T/AAS)] Program options enable G/T students to work together as a group, work with other students, and work independently during the school day/entire year. Provide Out-of-School options relevant to students' areas of strength, such as Destination Imagination. Provide opportunities to accelerate in areas of student strengths Recruit and retain students in advanced courses Elementary- GT students are clustered in groups of 5-8 in the regular academic classroom if numbers permit. Secondary- GT students are grouped in high-density clusters</p>		<p>GT/AAS Department Principal Assist. Prin. Counselors GT Facilitator/Teachers</p>	<p>Participation in Destination Imagination Pentathlon Academic Decathlon Other Academic Competitions Student enrollment in courses advanced for grade JH MSI Data Comparison of class rosters -- beginning and end of semesters Master schedule per semester Class rosters per semester Destination Imagination Teams Pentathlon, Academic Decathlon, and other Academic Competitions per competition schedules CBE permissions per academic area / per semester Schedule changes per semester</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 8 Problem Statements:

School Processes & Programs

Problem Statement 2: The teachers struggle to implement the district curriculum including the unit plans with fidelity campus wide. **Root Cause 2:** 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: Bright Bytes data suggests that teachers do not fully understand the four Cs (communication, collaboration, creativity, critical thinking), resulting in lack of student mastery of online skills. **Root Cause 3:** Lack of professional development in this area in order for students to not only be consumers of technology, but also producers utilizing technology. Teachers need updated and refresher professional development regarding emerging technology and applications to improve and enhance skills and comfort levels for using the new and ever-changing hardware and software.

Goal 2: School Culture and Climate (Safe and Orderly Learning and Working Environment):

A safe, orderly, positive and quality learning and working environment will be provided for students and staff.

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

Evaluation Data Source(s) 1: BCE will build positive relationships with the campus community and will decrease the number of discipline referrals by 10%.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 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.		Campus Community PBIS Team Administrators ALL BCE Staff Leadership team Paraprofessionals Principal/A.P.s Counselor LSSP Behavior Interventionist	Improved campus community relationships Reduction in discipline referrals. Discipline referral data PBIS Committee Agendas Use of Cougar Cash Student/staff purchases from incentive menus Meeting with KISD Behavior Interventionist Use of Pocket Book Strategies Attendance at Region IV PBIS Training Counseling referral data Counselors guidance lesson schedule PDR sessions Improved behavior management strategies.				
Problem Statements: Perceptions 2 Funding Sources: 211 - Title I Part A - \$2,500.00							

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: Many teachers are not equipped with the knowledge and strategies to handle highly disruptive students and are searching for consequences. We need to become a "No Place for Hate" and a "School of Character" as recognized by TEPSA. **Root Cause 2:** Our campus lacks training in strategies to identify behavioral triggers and how to deescalate behaviors. Teachers need to be consistent in enforcing our SWPBIS expectations in every area of the school.

Goal 2: School Culture and Climate (Safe and Orderly Learning and Working Environment):

A safe, orderly, positive and quality learning and working environment will be provided for students and staff.

Performance Objective 2: BCE will implement a safe and orderly working and learning environment by ensuring that the campus is run in a safe and effective manner.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) *Red Ribbon Week *Safety Patrol *CPI for required staff members *Safety Liaison reports *Conduct the district required safety drills and safety trainings with the staff by utilizing Voxer to effectively communicate during these drills and other emergencies.		Administration All BCE staff	Improved response to emergency drills and incidents Safer arrival and dismissal procedures Safe removal and restraints of students Drill check off sheets Campus Calendar Completed District Safety Drill Forms				
2) (Technology: Cyber-Safety) Apply strategies for fostering online safety, privacy, and security in support of student learning by routine meeting/training focus on Cyber Safety/and Acceptable Use in such areas as password protection, identity theft/privacy and personal safety and external devices capturing private info.		Technology Dept. Technology designated staff Campus Administrators Testing Coordinators as applicable	End-of-year campus/district reports indicate no unauthorized access to Katy ISD accounts *CCTV systems tested per district guidelines/timelines *Raptor stations staffing daily *Passwords reset per district timelines				

<p>3) (Emergency Operation/ Management Plan) Review, update, and communicate plans to all staff. Identify a campus safety liaison Institute NIMS certification for incident command team and alternates</p>		<p>Teachers Safety Manager School Safety Task Force FEMA Training District Emergency Plan Principal Administrative</p>	<p>End-of-Year documentation confirms emergency plan practiced and followed NIMS Training completed Appropriate drills carried out per established guidelines Required FEMA Training Certificates attained Administrative Team Incident Command Team</p>				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: Family and Community Involvement (Community Engagement):

Parents and Community members are provided with a variety of opportunities for active, collaborative involvement which supports student success.

Performance Objective 1: Bear Creek Elementary will maximize community engagement to benefit the student body and impact student learning and academic achievement.

Evaluation Data Source(s) 1: Bear Creek Elementary will increase volunteer hours by 5%.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) We will continue to increase community and business partners involvement in school with events, trainings, and home resources. We will promote community involvement by providing Donuts for Dad, Muffins with Mom, Volunteer Workdays, Grade Level Programs, Love and Logic for parents and Family Engagement Events. Technology resources (i.e., Blackboard), marquee and school drive by signs to promote parents to volunteer and attend campus activities will be continued, as well as school websites and social media.</p>		<p>Leadership team Classroom Teachers Administrators Instructional Coaches Teachers Business Partners</p>	<p>Each Nine Weeks Community involvement and support Parent Attendance (per calendar event) Parent Surveys More efficient and specific use of school calendar so staff can be better informed. Remind 101, call-outs and bilingual messages to communicate opportunities for volunteering. Paper communication to parents given to classrooms day before they go out. Newsletters and social media at least once every 9 weeks.</p>				
Funding Sources: 199 - General Fund PTA Donation - \$200.00, 211 - Title I Part A - \$3,447.00							
<p>2) Continue district-wide JA program as defined by KISD/JA agreement.</p>		<p>KISD JA Staff JA SW Tx Staff Community Professionals C & I Staff Principal JA Liaison C & I Staff</p>	<p>JA Annual Report of activities/participation Lesson Plans as scheduled in Eduphoria</p>				

3) The CAT, teachers, administrators, other staff members and PTA will collaborate and coordinate planning efforts and implementation of staff development to build ties between parents and school.	6	Principal Assistant Principal CAT Instructional Leadership Team Department of Curriculum & Instruction Department of Federal Programs & External Funding	Training evaluation Parent evaluation or survey Agendas Sign-In Sheets Minutes per planning meeting				
	Problem Statements: Perceptions 1 Funding Sources: 211 - Title I Part A - \$150.00, 199 - General Fund - \$100.00						

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Attendance is decent at parent or family events, but we are not reaching all families. In order to continue serving our students to the best of our ability, an increase in parent involvement would create more visible interactions for our students and increase the productivity of the school as a whole. Parent involvement is not equal among the parents of all student groups. Root Cause 1: The root cause is that due to the various working hours and demands of their jobs, working parents cannot always come to school. As a school, we must improve the ways and frequency with which we communicate the importance of the events we hold at school. We must create engagement.</p>

Goal 4: Effective and Efficient Operations:

Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.

Performance Objective 1: Bear Creek Elementary will allocate all resources to maximize student learning and achievement

Evaluation Data Source(s) 1: 100% of all resources will be allocated to maximize and impact student learning and ensure all purchases are aligned to the Title I components.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) We will continue to grow and develop the leadership capacity of our staff to meet the considerable academic, behavioral, social and emotional needs of our Title I campus.		Principal Assistant Principal Instructional Coaches Counselor District Personnel Training facilitators Teachers Title I Teachers	Bi-monthly meetings Ad hoc meetings Efficiently run campus Title I Binder Title I Inventory Allocation of Funds Staff Surveys Parent Surveys				
	Funding Sources: 199 - General Fund PTA Donation - \$0.00						
2) Complete overhaul of campus comprehensive master schedule to include all aspects of the school day and maximize instructional time.		Principal Assistant Principal Instructional Coaches Counselor District Personnel Training facilitators Teachers Title I Teachers	Master schedule and all other schedules created.				

<p>3) Purchase additional technology and encourage the students and teachers to use Chromebooks, IPADS, translation devices, printers, etc. All teachers provided with Chromebooks, iPads, through BCE grant application process, will be provided with training to learn how to engage digital learners and utilize best practices with iPads and Chromebooks on a daily basis. Teachers will have the opportunity to download free as well as paid for apps through district guidelines.</p>		<p>Administration Student Council Instructional Coaches District Administration Librarian District Teachers Classroom teachers Classroom Technology Designer District Trainers</p>	<p>Improved communication Improved attendance at functions. Lesson Plans Observations Walkthroughs Student Products Training Agendas Student grades and participation, District Level Assessments (DLAs), Common Assessments STAAR HMH, Math Inventory, Mclass ISIP, F & P Improved time- management and time on task for students. Less discipline referrals and improved student achievement.</p>				
<p>Funding Sources: 211 - Title I Part A - \$51,500.00, 199 - General Fund - \$3,500.00</p>							

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


Goal 4: Effective and Efficient Operations:

Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.

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

Evaluation Data Source(s) 2: Retention records, recruiting records and professional development records

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide support and Title I loan forgiveness information to teachers in order to 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.	5	Principal Administrative Team Leadership Team Team Leader Council	Low percentage of turnover High teacher retention rates SHARE group for 1st and 2nd year teachers Colleague Buddies so that every staff member has a "go-to" buddy				
2) Employ Title I teachers to support math, reading and science in order to provide intervention and quality instruction for all students.		Principal Administrative Team Leadership Team Student Support Team					
Funding Sources: 211 - Title I Part A - \$183,849.00							
							

Goal 5: Organizational Improvement:


Strategic data points and shared agreements are utilized to make decisions regarding planning, evaluation, and performance needs.

Performance Objective 1: Enhance the educational quality and advancement of students through specialized programming and staff support. In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Bear Creek Elementary will be 100% compliant by implementing the following strategies.

Evaluation Data Source(s) 1: They will be implemented at 100% and re-evaluated for increasing or decreasing priority each year.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will set academic goals that ensure continuous improvement and leadership team members will monitor progress in conjunction with the classroom teachers.	2, 4, 8, 9	Administration Instructional Coaches Teachers	Accountability Group Meetings Leveling Up Data Common Assessments DLA Data STAAR results TELPAS Further support and impact of PAWS for planning.				
2) Hold Response to Intervention (RtI) collaborative meetings on a routine basis in order to better meet the needs of students who are struggling or experiencing behavioral difficulties.	9	Administration Instructional Coaches Teachers	RtI Collaboratives AWARE RtI Google Calendar Leveling Up Data Common Assessments DLA Data STAAR results TELPAS				
3) Due to the high needs of our learners, we must seek out additional tutors and supplemental teachers to provide student support and intervention in addition to our Title I intervention and student support staff.	9	Administration Instructional Coaches Teachers	Cougar Academy Schedules RtI Collaboratives AWARE RtI Google Calendar Leveling Up Data Common Assessments DLA Data STAAR results TELPAS				
Funding Sources: 211- Title I School Improvement Grant - \$5,000.00							

4) Increased support, collaboration, coordination, and professional development between academic support team, including Title I teachers, and general education teachers.		Administration Instructional Coaches Teachers	Cougar Academy Schedules RtI Collaboratives AWARE RtI Google Calendar Leveling Up Data Common Assessments DLA Data STAAR results TELPAS				
							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Daily literacy instruction will incorporate inferencing, summarization, writing, reading strategies, reading comprehension 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.
1	2	1	Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Math TEKS. Students will use the CRA Model via hands-on activities, guided math, vocabulary instruction, and interactive notebooking.
1	3	1	Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Writing TEKS.

State Compensatory

Budget for Bear Creek Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
211-13-6119-800-106-30-804-2117	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$182,130.13
6100 Subtotal:		\$182,130.13
6200 Professional and Contracted Services		
211-13-6299-800-106-30-804-2117	6299 Miscellaneous Contracted Services	\$7,500.00
6200 Subtotal:		\$7,500.00
6300 Supplies and Services		
211-11-6399-800-106-30-804-2117	6399 General Supplies	\$60,300.00
211-13-6399-800-106-30-804-2117	6399 General Supplies	\$40,620.00
211-61-6399-800-106-30-804-2117	6399 General Supplies	\$3,759.00
6300 Subtotal:		\$104,679.00
6400 Other Operating Costs		
211-23-6400-800-106-30-804-2117	6499 Miscellaneous Operating Costs	\$2,250.00
6400 Subtotal:		\$2,250.00

Personnel for Bear Creek Elementary School:

<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
Donica Perez	Teacher	Academic Support	1
Karen Baker	Teacher	Academic Support	1
Lillian Suchoff	Teacher	Title I	1
Maritza Herrera	Teacher	Academic Support	1

Title I

Schoolwide Program Plan

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 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.

Ten Schoolwide Components

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 teacher leaders and others. Root causes were identified, written as needs and reported to the site-based planning team. 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.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program.
2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for extended learning time.

4. Investigate how manipulatives are used in the various core areas.
5. Identify programs within our school that address enriched and accelerated curriculum issues.
6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

3: Instruction by highly qualified professional teachers

Instruction by state certified professional teachers and highly qualified paraprofessionals are important components of our schoolwide plan. Procedures in use at Bear Creek Elementary to ensure that high quality instruction and support occurs includes:

1. Provide time off for high-quality professional development.
2. Provide an effective mentoring system.
3. Assign teachers for a "best-fit" of their strengths.
4. Provide professional development for existing programs prior to new school year for new staff or those wanting refreshers.
5. Monitor effectiveness of teachers by frequent walk-throughs.
6. Provide time for teachers to observe master teachers in the classroom.
7. Provide training and opportunities for collaboration in looking at formative and summative student achievement data.
8. Implement strategies to provide clear lines of communication between teachers and administrators.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Bear Creek Elementary utilizes high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include:

1. Select the professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.
2. Provide opportunities for all staff to obtain training in programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
4. Allow teachers to attend professional developments throughout the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.

5: Strategies to attract highly qualified teachers

The campus follows district procedures for recruiting and attracting highly qualified teachers. Please refer to the highly qualified teacher goal and strategies in this plan.

6: Strategies to increase parental involvement

The composition of our CAT, PTA and VIPS are varied and as we make plans for parental involvement, we bring our ideas to these parent teams for feedback. These parent teams have been charged to think about how the ideas/activities/projects impact their busy home lives and then they provide their

opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Bear Creek Elementary recognizes and emphasizes the value of creating a coherent and seamless educational program for at-risk students. Our campus has a .5 day PK program. It is important that the academic achievement of every preschool student is closely monitored. Because the early childhood programs provide a foundation for later academic success, we work hard to be sure that our parents know what options are available for them and for neighborhood children who might not have older siblings in school. Although this component primarily addresses transitions to elementary from early childhood, Bear Creek Elementary spends time reviewing activities at all critical transition points to ensure the implementation of a coherent and seamless education program, including offering "From Birth to Age 4" parent classes about what parents can do to prepare them to come to PK!

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often come from less formal assessments, such as observation, performance assessments, or end-of-unit tests. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Each grade level identifies individual students who need additional learning time to meet standards. The teachers then provide those students with timely, additional assistance that is tailored to their needs. The assistance and support looks different at each grade level; however it is always available to all students in the school who need it.

10: Coordination and integration of federal, state and local services and programs

Because we are a schoolwide Title 1 campus, we have flexibility to integrate services and programs with the aim of upgrading our entire educational program and helping all students reach proficient and advanced levels of achievement. In addition, through our improvement planning and budgeting process, we are able to combine most Federal, State and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title 1 program for the purpose of increasing student achievement.

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
Lillian Suchoff	Teacher	Title I	1
Paula Bowling	Paraprofessional	Special Education	1

Campus Advisory Team

Committee Role	Name	Position
Administrator	Lorena Zertuche	Principal
Administrator	Brittney Merz	Assistant Principal
Administrator	Michael Schwartz	Assistant Principal
Classroom Teacher	Ana Alvarez	4th grade teacher
Classroom Teacher	Jessica Champion	Teacher
Classroom Teacher	Sandy Groschke	Life skills teacher
Classroom Teacher	Brenda Meza	Pre-K Teacher
Classroom Teacher	Raul Velazquez	2nd grade Teacher
District-level Professional	Carmen Nguyen	District Representative
Classroom Teacher	Ana Chambers	5th grade Teacher
Parent	Jennifer Valencia	Parent
Parent	Montserrat Espinoza	Parent
Parent	Gabriel Cabral	Parent
Business Representative	Gary Cruseturner	Business Rep.
Business Representative	David Hornor	Business Rep.
Community Representative	Cheryl Goodart	Community Rep.
Parent	Yessenia Trevino	Parent
Parent	Selene Zamora	Parent
Parent	Danielle Marcelle	Parent

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy materials; professional development; technology resources		\$3,000.00
1	1	2	Book Mobile resources; Camp Read-A-Lot resources; literacy resources; professional development		\$1,000.00
1	2	1	Math Instructional materials, professional development, technology resources		\$0.00
1	4	1	Science materials		\$4,000.00
1	5	1	Social studies resources and materials including professional development and technology		\$1,000.00
3	1	3	Professional development		\$100.00
4	1	3	Chromebooks, iPads, Professional Development, applications		\$3,500.00
Sub-Total					\$12,600.00
199 - General Fund PTA Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Book Mobile resources; Camp Read-A-Lot resources; literacy resources; professional development		\$500.00
1	3	1	Writing resources; professional development; Chromebooks; iPads		\$9,000.00
3	1	1	Food; speakers; Beautify Bear Creek materials; STEAM Night materials; family engagement activities/events resources		\$200.00
4	1	1			\$0.00
Sub-Total					\$9,700.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy materials; professional development; technology resources		\$7,000.00
1	1	2	Book Mobile resources; Camp Read-A-Lot resources; literacy resources; professional development		\$8,400.00

1	2	1	Math Instructional materials, professional development, technology resources		\$10,050.00
1	3	1	Writing resources; professional development; Chromebooks; iPads		\$2,000.00
1	4	1	Science materials		\$7,000.00
1	5	1	Social studies resources and materials including professional development and technology		\$2,611.00
2	1	1	TBSI Conference; PBIS Professional Development and resources; Love and Logic training; student and staff behavior incentives; book studies		\$2,500.00
3	1	1	Food; speakers; Beautify Bear Creek materials; STEAM Night materials; family engagement activities/events resources	211-61-6399-800-106-30-804-2117	\$3,447.00
3	1	3	Professional development		\$150.00
4	1	3	Chromebooks, iPads, Professional Development, applications		\$51,500.00
4	2	2	High quality teachers; instructional materials	211-13-6119-800-106-30-804-2117	\$183,849.00
Sub-Total					\$278,507.00
263 - Title III LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Tutoring during the day; instructional classroom and intervention materials		\$5,000.00
Sub-Total					\$5,000.00
211- Title I School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy materials; professional development; technology resources		\$7,500.00
1	2	1	Math Instructional materials, professional development, technology resources		\$7,500.00
1	8	1	Attendance of Focus Team at Ron Clark Academy		\$5,000.00
5	1	3	Additional substitutes or tutors		\$5,000.00
Sub-Total					\$25,000.00
Grand Total					\$330,807.00

Addendums

TEXAS EDUCATION AGENCY

2017 Accountability Summary

BEAR CREEK EL (101914106) - KATY ISD

Accountability Rating

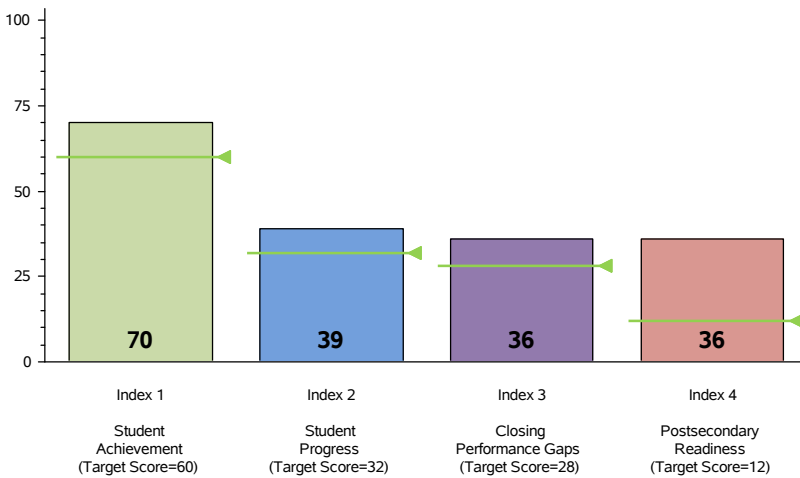
Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation

Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	NO DISTINCTION EARNED
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	712 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	71.2
Percent English Language Learners	49.6
Mobility Rate	17.0
Percent Served by Special Education	10.3
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	587	844	70
2 - Student Progress	391	1,000	39
3 - Closing Performance Gaps	581	1,600	36
4 - Postsecondary Readiness			
STAAR Score	36.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		36

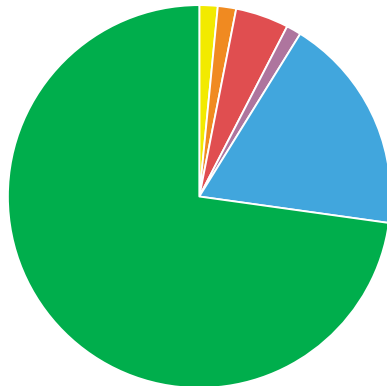
System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	14 out of 20 = 70%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
Total	26 out of 32 = 81%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

106 - Bear Creek Elementary

Student Profile



Student Statistics

Total Enrollment	713
At-Risk	69.14%
Low Income	70.41%
Limited English Proficient	49.51%
Special Education	10.38%
Career Technology Educat..	0.00%
Bilingual	38.85%
ESL	11.08%
Gifted/Talented	4.07%
Title I	100.00%
Attendance Rate	96.38%

Race/Ethnicity	#	%
White	131	18.37%
Hispanic	519	72.79%
Asian	11	1.54%
Black/African American	32	4.49%
Two or More Races	9	1.26%
Am Indian/Alaskan Native	11	1.54%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.