

Katy Independent School District
Bear Creek Elementary School
2019-2020 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

PAWS

P= Practice Responsibility

A= Act Respectfully

W= Word Hard

S= Stay Safe

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Academic Achievement	12
School Processes & Programs	18
Perceptions	21
Priority Problem Statements	26
Comprehensive Needs Assessment Data Documentation	28
Goals	30
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.	30
Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.	40
Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.	41
Goal 4: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.	43
Goal 5: Katy ISD will actively support the emotional well-being of all learners.	45
Comprehensive Support Strategies	46
State Compensatory	47
Budget for Bear Creek Elementary School:	47
Personnel for Bear Creek Elementary School:	48
Title I Schoolwide Elements	49
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	49
1.1: Comprehensive Needs Assessment	49
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	49
2.1: Campus Improvement Plan developed with appropriate stakeholders	49
2.2: Regular monitoring and revision	50
2.3: Available to parents and community in an understandable format and language	50
2.4: Opportunities for all children to meet State standards	50
2.5: Increased learning time and well-rounded education	50
2.6: Address needs of all students, particularly at-risk	51
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	51
3.1: Develop and distribute Parent and Family Engagement Policy	51

3.2: Offer flexible number of parent involvement meetings	51
Title I Personnel	53
Campus Advisory Team	54
District Funding Summary	55
Addendums	57

Comprehensive Needs Assessment

Revised/Approved: September 24, 2019

Demographics

Demographics Summary

Bear Creek Elementary School is celebrating over forty years of excellence in education. We are located in the northeast sector of Katy ISD and opened as the sixth elementary school in 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-levelled 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: Read/Deed/Run, Destination Imagination, and STEMinists.

Hispanic- 71.49%

White-13.39%

Black or African American- 12.18%

Asian- 1.74%

American Indian or Alaska Native- 0.67%

Two or More Races- 0.54%

Total Enrollment- 747 students

At-Risk- 82.7%

Economically Disadvantaged- 79.8%

English Language Learners (LEP) -50.7%

Special Education- 18.3%

Bilingual- 38.5%

English as a Second Language- 12.6%

Gifted/Talented- 1.5%

Title I Programs- 100.0%

Attendance Rate- 97.2%

Mobility Rate- 27.0%

District Dashbord/PEIMS Snapshot Demographic Data for 2018-2019. Attendance from 2016-2017 TAPR.

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

15 new teachers to BCE (0 first-year teachers) have joined the Bear Creek family this year. Each 1st or 2nd year 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 2018-2019 school year, all teachers, including new teachers attended content specific professional development, including professional development for our small group instruction and academic vocabulary focuses. 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 2019-2020 school year; and the demographic information comes from information available as of June 2019. Student enrollment continued to increase at Bear Creek Elementary during 2018-2019, especially after losing many students in 2017 after Harvey. Current enrollment data shows that the Hispanic student group is the largest part of our population at 71.49%. The next two student groups are White at 13.39% and Black or African American- 12.18%.

Bear Creek Elementary doesn't have any identified students who are migrant. Attendance rates have remained steady over the past few years. The campus attributes this high attendance rate to various attendance incentives and a strong partnership with parents and a focus on high-quality education. The campus is predominately a neighborhood school severely impacted by Hurricane Harvey with 79.8% economically disadvantaged families. There is only 1 bus route serving the school. Bear Creek Elementary student groups include 1.5% Gifted and Talented, 12.6% English as a Second Language, 18.3% Special Education, and 50.7% Limited English Proficient. Additionally, 82.7% are identified as at-risk.

Bear Creek Elementary employs approximately 90 highly qualified teachers and paraprofessionals. We place a high priority in hiring great teachers, and actively pursue candidates through our district Job Fair, through personal connections, and through recruiting trips to local universities. We support every teacher new to BCE with a go-to buddy colleague, whether or not they are new to teaching. New hires attend two days of district level training in August. We strive for maintaining a 100% rate of ESL certification among staff, as our student population is becoming increasingly LEP each year. Bear Creek Elementary is known for training teachers very well and then due to the location of the school in the northeast part of the school district, teachers want to transfer to schools closer to their homes in the city of Katy. It was important for the Bear Creek Administrative team to evaluate current practices, especially in the hiring of new staff based on their attitudes. As the year progressed, BCE Admin has 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 15 new staff members for the 2019-2020 academic year. For the 2019-2020 school year, we gained 8 teaching units this school year due to increased enrollment. 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.

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 was that after being displaced all over the city of Houston after the flood waters of Harvey, many families stayed where they were and moved out of the neighborhood.

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 PLC's 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, including time to analyze data together.

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. Third, 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 school-wide 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", "Golden Plunger" (cleanest restroom) awards from the custodial staff, and "Golden Tray" for the class with the best behavior in the cafeteria for the week.

*We also love to display students' love of learning in a variety of ways, including a "Words With Friends" 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.
 - 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 14.3 which is slightly more than the district (11.3) and state (10.9) average number of years of experience.
 - The percentage of beginning teachers (1.8%) is less than the district (4.6%) and state (8.2%).
 - Teachers with 1-5 years of experience (23.0%) is less than the district (27.5%) and state (28.0%).
 - The percentage of teachers with 6-10 years of experience (19.1%) is less than the district (22.6%) and equal to the state (19.1%)
 - Teachers with 11-20 years of experience (36.3%) is more than the district (30.2%) and state (28.2%).
 - Those teachers with over 20 years of experience (19.7%) is more than the district (15.0%) and state (15.3%).
 - The TAPR also confirms that the number of teachers who hold masters degrees (30.6%) is higher than the state (25.5%) and the district (23.8%).
 - Our campus is staffed with an academic support team of 9 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: 83.9% of Bear Creek's student population are considered at-risk. **Root Cause:** Students come to Bear Creek from various backgrounds, with varying experiences. BCE staff need additional resources and professional development to differentiate learning experiences for struggling students.

Problem Statement 2: We have 50% of our students who are Limited English Proficient. **Root Cause:** Students come to Bear Creek from many countries and backgrounds in which English is not the native language. BCE staff needs professional development that focuses on building academic language and vocabulary.

Problem Statement 3: STAAR 2019 data indicates that 4th Grade Writing performance needs to increase from 52%. **Root Cause:** Students are not effectively able to elaborate and lack voice and craft in their writing. Teachers need training in effective writing instruction and conferencing across the curriculum.

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. The evidence shows a _____ progress in TELPAS.

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

Grade	2017	2018	2019
First Grade	78%	N/A	62%
Second Grade	56%	N/A	31%
Third Grade	49%	N/A	62%
Fourth Grade	67%	N/A	19%
Fifth Grade	84%	N/A	43%

A comparison of STAAR scores from the last couple of years at the Approaches level for All Students level shows that the 2019 scores decreased in all areas. The largest decrease was in Science, which decreased by 15%. **On the 2019 STAAR, the following scores for all grades show the percentage at the Approaches Grade Level Standard:**

All Grade Levels (Approaches)				
	2016	2017	2018	2019
Reading	78%	71%	78%	76%
Math	72%	71%	78%	71%
Writing	67%	52%	58%	52%
Science	58%	68%	84%	69%

The 2019 STAAR scores include the performance levels of Approaches, Meets, and Masters Grade Level Performance. The Approaches category indicates that students are likely to achieve success in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students have mastered all content and have a high probability of success in the next grade level.

2019 STAAR ALL Students	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3 rd Reading	78%	30%	17%
4 th Reading	68%	37%	18%
5 th Reading	86%	51%	18%
3 rd Math	74%	25%	9%
4 th Math	61%	27%	17%
5 th Math	86%	39%	22%
4 th Writing	52%	18%	5%
5 th Science	72%	40%	13%

• **READING**

Looking deeper at the comparison between STAAR reading 2019 and 2018 for all grade levels and achievement levels revealed the following:

STAAR Reading (Approaches)	2018		2019		STAAR Reading (Meets)	2018		2019		STAAR Reading (Masters)	2018		2019	
	2018	2019	2018	2019		2018	2019	2018	2019		2018	2019		
3 rd Grade	80%	78%	30%	30%	17%	17%	N/A	N/A						
4 th Grade	69%	68%	39%	37%	20%	18%	60%	64%						
5 th Grade	85%	86%	43%	51%	15%	18%	75%	78%						

An analysis of scores for each student group at all grade levels in reading revealed the following:

- Economically disadvantaged students in 3rd grade saw a 19% decrease (80% to 61%), 4th grade from 71% to 62% for a 9% decrease and in 5th students decreased by 17% from 85% to 68% scoring approaches with an overall increase from 78% to 71% (7%)
- Special Education scores for approaches show a 12% decrease in the percentage of students who made progress (70% to 58%). Only 56% of Special Education students made progress in 5th grade, a decrease in 19% from the previous year when 75% of students eligible for Special Education services made progress in 5th grade.
- LEP students scored 56% approaches (from 74%) in 3rd grade, 53% (from 63%) in 4th grade, and 60%'s (from 78%) in 5th grade with an overall decrease from 78% to 70% (8%).
- English Learners (EL's) had an overall increase of 12% from 51% to 63%, with an increase from 44% to 69% (25%) in 3rd grade, 7% increase in 4th grade (22% to 29%), and 33% to 43% (10% increase).
- 100% of Gifted/Talented students scored Approaches and Meets, and 89% scored at a Masters level. The Masters level increase by 22%. The percentage of Hispanic students in 3rd grade decreased 18% at the approaches level from 79% to 61%, in 4th grade the percentage of students who reached the approaches level remained the same at 62%. In 5th grade, Hispanic students decreased at the approaches levels from

90% to 70%.

- The most significant finding(s) during the analysis of all reading academic achievement data, across all grade levels and subpopulations, indicates that reading achievement decreased in many areas.

MATH

Looking deeper at the comparison between STAAR math 2019 and 2018 for all grade levels and achievement levels revealed the following:

STAAR Math (Approaches)			STAAR Math (Meets)		STAAR Math (Masters)		STAAR Math (Made Any Progress)	
	2018	2019	2018	2019	2018	2019	2018	2019
3rd Grade	67%	72%	30%	24%	16%	9%	N/A	N/A
4th Grade	75%	59%	35%	25%	14%	15%	49%	53%
5th Grade	92%	86%	42%	37%	10%	21%	80%	74%

An analysis of scores for each student group at all grade levels in math revealed the following:

- Economically disadvantaged students decreased in approaches grade level -7%, decreased -10% in meets grade level and decreased 1% in masters grade level.
- LEP student scores decreased in all levels (-3% Approaches, -5% Meets, -4% Masters). There was a 10% decrease in percentage of students making progress.
- Special Education scores show students decreased in the approaches level (-14%), and in the meets level (-5%), but increased in the masters level (+5%). 72% of special ed students made progress, an increase of 4%.
- 100% of all GT students met all three levels: approaches, meets, and masters. The percentage of GT students making progress was 100%.
- Hispanic students scoring at the approaches level decreased in all levels (-4%,-6%,13%, respectively), but the percentage making progress held steady at 64%.

The most significant finding(s) during the analysis of all math academic achievement data, across all grade levels and subpopulations, indicates that math achievement decreased overall.

WRITING

Looking deeper at the comparison between STAAR writing 2019 and 2018 and achievement levels revealed the following:

STAAR Writing (Approaches)			STAAR Writing (Meets)		STAAR Writing (Masters)	
	2018	2019	2018	2019	2018	2019
4th Grade	60%	52%	36%	18%	6%	5%

An analysis of scores for each student group in writing revealed the following:

- Black/ African American students saw a 37% increase from 25% to 62% in approaching grade level.
 - Hispanic students decreased at both the approaches (4%) and meets (11%) levels, and remained the same at 1% at the master’s level.
 - A decrease occurred in many other populations including economically disadvantaged students (3%), LEP students (3%), ESL students (4%).
 - Bilingual students saw a 24% increase at the approaches level.
 - 1 special education student scored at the meets level and 1 student in special education scored at the masters level.
- The most significant finding(s) during the analysis of all writing academic achievement data, across all grade levels and subpopulations, indicates that writing achievement decreased in many areas.
 - **SCIENCE**

Looking deeper at the comparison between STAAR science 2019 and 2018 and achievement levels revealed the following:

STAAR Science (Approaches)			STAAR Science (Meets)		STAAR Science (Masters)	
	2018	2019	2018	2019	2018	2019
5th Grade	84%	69%	39%	39%	14%	13%

An analysis of scores for each student group in science revealed the following:

- Special Education students increased their Meets and Masters percentages in science.
- Students in all other subpopulations groups decreased their science achievement.

Bear Creek Elementary met 1 of the 5 target indicators in Domain 3, Closing the Gaps. No Distinction Designations were earned and the campus is identified for targeted support and improvement.

Student Academic Achievement Strengths

Strengths:

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

READING

Students making progress overall increased by 16%, in 4th by 20% and in 5th grade by 7%.

Special Education students in 3rd grade scored 50% at the approaches grade level, which is a 19% increase from the previous year.

All ethnic and demographic subpopulations overal in all grade levels increased in the percentage of students making progress.

MATH

Students making progress increased by a combined 6%, therefore a total 67% of students showed growth.

The overall percentage of all students scoring at the approaches grade level increased by 7%.

Performance levels in 4th grade increased by 9% in approaching and 3% in meets and 1% in masters.

Performance levels in 5th grade increased by 11% in approaches and 2% in meets.

The overall performance of Hispanic, White, Economically Disadvantaged, and English Learners all increased in approaches grade level.

Hispanic, Economically Disadvantaged, Special Education, English Learners and Bilingual learners all increased in the percentage of students making progress.

WRITING

The overall percentage of all students scoring at the meets grade level doubled from 13% to 36%.

Economically disadvantaged students increased by 11% at the approaches level, 26% aat the meets level and 7% at the master's grade level.

English Learners increased in by 11% in meets and Bilingual students in meets by 13%.

SCIENCE

The overall percentage of all students scoring at the approaches level increased 14%, meets level increased 13% and for masters grade level increased by 6%.

90% of White students and 81% of Hispanic students met approaches grade level.

English Learner students increased by 2% in approaches and 18% in meets grade level and 4% in masters.

Economically Disadvantaged students increased by 15% both in approaches and meets grade level and by 9% in masters grade level.

African American, Hispanic, Economically Disadvantaged, Special Education, and English Learner all increased in meets grade level.

Hispanic, Economically Disadvantaged, English Learners, Bilingual and GT all increased in master's grade level.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 2019 STAAR data reveals that ESL students score significantly below most other student subpopulations in 3rd, 4th, and 5th grades in all subject areas. **Root Cause:** There is a need for more effective and consistent collaboration between ESL and general education teachers.

Problem Statement 2: The number of students scoring at "Meets" and "Masters" Grade Level performance in reading, writing, math, and science are below state and district averages and need to increase so that all students make academic progress. **Root Cause:** Teachers lack training in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science.

Problem Statement 3: STAAR 2019 data indicates that 4th Grade Writing performance needs to increase from 52%. **Root Cause:** Students are not effectively able to elaborate and lack voice and craft in their writing. Teachers need training in effective writing instruction and conferencing across the curriculum.

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 Dreambox and 2nd grade uses Dreambox. I-Station, 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. Pre-Kindergarten through 5th grade long range planning for the 2019-2020 school year will be a full day for each grade level. All decisions regarding professional development, programs and practices are based upon the needs identified in this improvement plan.

Bear Creek Elementary and the district are guided by the district strategic goals and Bear Creek Elementary will continue to focus especially on student growth and achievement based on data, student ownership of learning, implementation of best strategies, enrichment opportunities and instruction. Student needs are addressed according to their student friendly charts, 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 recently had three teams of Connected Learners immersing themselves in the SAMRT Model, two Canvas Teacher Leaders and several staff members who presented at TCEA (Texas Computer Educator Association) conference. 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 and peer observations throughout the Bear Creek campus. This has helped align our best practices, incorporate high yield instructional strategies and focus on engaged learning.

Bear Creek Elementary's teachers have generated roadmaps that target specific TEKS for instruction as analyzed by heat maps and then creating common assessments around those. Teachers meet quarterly for long-range planning and twice a week for Sacred Planning, meet every other week for Professional Development Rotation (PDR), and every three weeks for PLC data digs, all of which are content-focused professional development opportunities. Vertical planning also occurs quarterly in Content Focus Groups with each team represented. Campus staff development opportunities include weekly Tuesday Topics sessions presented by staff and monthly instructional staff, PBIS, Focus Group and TLC meetings. In addition to campus and district training, teachers are able to also attend outside district professional development as needed. We have been able to use Title I, Title III and Special Projects to fund during the day teacher tutoring to provide additional small group, differentiated instruction during Success Time/ELT (Extended Learning time). Teachers

participate in various book studies throughout the year.

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers struggle to effectively implement the vast district curriculum through the unit plans. **Root Cause:** Teachers are not all adequately trained with the specific staff development necessary to gain a clear understanding of each subject area content. This is especially true in the

implementation of math, science, balanced literacy, and ESL & special education collaborative instructional strategies.

Problem Statement 2: Students are not sufficiently exposed to a variety of learning experiences. **Root Cause:** lead4ward resources that have been previously introduced in professional development training, i.e. Strategies Playlist, Quickchecks, etc. are not routinely embedded in instructional practices. Teachers need to plan for these in order for them to be effective.

Problem Statement 3: STAAR 2019 data indicates that 4th Grade Writing performance needs to increase from 52%. **Root Cause:** Students are not effectively able to elaborate and lack voice and craft in their writing. Teachers need training in effective writing instruction and conferencing across the curriculum.

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 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.

*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 Economically Disadvantaged

and English Learner parent population is constantly increasing.

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

English/Spanish information provided to all parents.

In the past we have provided 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 English 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

As a school-wide PBIS campus, campus discipline data shows positive progress with the number of office discipline referrals being reduced from 353 throughout the 2013-2014 school year to 281 throughout the 2014-2015 school year to 187 during the 2015-2016 school year, 116 referrals during the 2016-2017 school year, 90 during the 2017-2018 school year, and 198 referrals during the 2018-2019 school year. This was the sixth full year for implementation of PBIS at Bear Creek Elementary. This demonstrates a trending decrease 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.

The Core Essentials curriculum works on school and district wide authentic use of character traits. Red Ribbon Week works because it creates a better partnership with the PTA and promotes students making healthy choices. Anti-bullying Lessons by the counselor are effective because students became more aware of the appropriate behavior and emulate what to do if they are being bullied. Recognizing Cougar Character and Principals' Pride awards work because students and staff were recognized for outstanding citizenship. Teachers continue to be trained in Capturing Kids Hearts to implement strategies that create a positive learning environment. Our school counselor eats lunch with all students in the building throughout the year worked because she develops relationships with all students. Clear expectations using PBIS language works to provide appropriate student behaviors during different classroom activities and building locations.

Having student Safety Patrols works because it allows students to take responsibility in keeping their fellow students safe and their school a safe environment. 5th Grade Leaders apply for special privileges based on citizenship and grades through the 5th Grade VIP program. Safety talks are provided at each staff meeting by our campus safety liaison. We are able to have a safe, orderly dismissal by having 4 crossing guards at the 4 intersections around the school. Bear Creek Elementary works hard to support the community through whatever hardships it faces, including devastating Hurricane Harvey flooding. We have a process to involve parents in planning, implementing and evaluating family involvement activities through PTA and CAT Team in which we host an orientation program to prepare and train volunteers in many programs including VIPS, PIE, Watch D.O.G.S. (Dads of Great Students). The Houston NorthWest Community Center partners with BCE for the Houston Food Bank Backpack Buddies program, Thanksgiving boxes, etc. We have a strong KEYS Mentoring Program (Keep Encouraging Youth toward Success).

We have many parent engagement evenings revolving around literacy, curriculum, fitness, STEAM, learning celebrations and spirit nights. At BCE we have strong Red Ribbon week, Junior Achievement, Spelling Bee, book fairs, music and dance programs. Our Student Council is a Texas Honor Council which focuses on fundraisers, School Store, Recycling and campus improvement.

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

We err on the side of overcommunicating with our families through many forms of communication, including the website, newsletters, social media, marquee, calendars, Remind, Blackboard messages, etc. We listen to our students through our Student Council and Student Voices groups which meet monthly. We build capacity of our teachers from within through our Aspiring Leaders group. 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 at family engagement events has improved, but we are not reaching all families. **Root Cause:** As a school, we must improve the ways and frequency with which we communicate the importance of the events we hold at school and hold events at a variety of times and in various forms of delivery.

Problem Statement 2: 100 out of 198 discipline referrals involved physical contact/creating a disruptive environment. **Root Cause:** There is a need to increase training of strategies to identify behavioral triggers and how to deescalate behavior.

Problem Statement 3: STAAR 2019 data indicates that 4th Grade Writing performance needs to increase from 52%. **Root Cause:** Students are not effectively able to elaborate and lack voice and craft in their writing. Teachers need training in effective writing instruction and conferencing across the curriculum.

Priority Problem Statements

Problem Statement 1: 2019 STAAR data reveals that ESL students score significantly below most other student subpopulations in 3rd, 4th, and 5th grades in all subject areas.

Root Cause 1: There is a need for more effective and consistent collaboration between ESL and general education teachers.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: The number of students scoring at "Meets" and "Masters" Grade Level performance in reading, writing, math, and science are below state and district averages and need to increase so that all students make academic progress.

Root Cause 2: 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.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: STAAR 2019 data indicates that 4th Grade Writing performance needs to increase from 52%.

Root Cause 3: Students are not effectively able to elaborate and lack voice and craft in their writing. Teachers need training in effective writing instruction and conferencing across the curriculum.

Problem Statement 3 Areas: Demographics - Student Academic Achievement - District Processes & Programs - Perceptions

Problem Statement 4: Teachers struggle to effectively implement the vast district curriculum through the unit plans.

Root Cause 4: 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 4 Areas: District Processes & Programs

Problem Statement 5: Attendance at family engagement events has improved, but we are not reaching all families.

Root Cause 5: As a school, we must improve the ways and frequency with which we communicate the importance of the events we hold at school and hold events at a variety of times and in various forms of delivery.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: The overall percent of students approaching grade level standard will be 80%, meeting grade level standard will be 50%, and mastering grade level standard will be 30% on STAAR Reading.

Evaluation Data Source(s) 1: STAAR Reading

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Daily literacy instruction will incorporate inferencing, summarization, writing and reading strategies, reading comprehension, phonics/word study and direct vocabulary instruction with a focus on small group instruction utilizing workshop approach. Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Reading TEKS.		*All teachers *ELA Instructional Coach	Improved student achievement outcomes				
	Funding Sources: 211 - Title I Part A - 30000.00, 199 - General Fund - 3000.00						
2) A sense of BCE as a reading community will be enhanced through many activities that promote literacy and reading.		*All teachers *ELA Instructional Coach	Increased reading proficiency				
	Funding Sources: 211 - Title I Part A - 2400.00, 199 - General Fund - 1000.00, 199 - General Fund PTA Donation - 500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June

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

Performance Objective 2: The overall percent of students approaching grade level will be 80%, meeting grade level will be 50%, and mastering grade level will be 30% on STAAR Math.

Evaluation Data Source(s) 2: STAAR Math

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
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, Math Workshop, progressions, vocabulary instruction, and interactive notebooking.		*All certified teachers *Math Instructional Coach	Increased performance on Math student achievement as measured on Math STAAR.				
Problem Statements: Demographics 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 3 - Perceptions 3 Funding Sources: 211 - Title I Part A - 5050.00, 199 - General Fund - 0.00							
							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: STAAR 2019 data indicates that 4th Grade Writing performance needs to increase from 52%. Root Cause 3: Students are not effectively able to elaborate and lack voice and craft in their writing. Teachers need training in effective writing instruction and conferencing across the curriculum.
Student Academic Achievement
Problem Statement 1: 2019 STAAR data reveals that ESL students score significantly below most other student subpopulations in 3rd, 4th, and 5th grades in all subject areas. Root Cause 1: There is a need for more effective and consistent collaboration between ESL and general education teachers.
Problem Statement 2: The number of students scoring at "Meets" and "Masters" Grade Level performance in reading, writing, math, and science are below state and district averages and need to increase so that all students make academic progress. Root Cause 2: 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.
Problem Statement 3: STAAR 2019 data indicates that 4th Grade Writing performance needs to increase from 52%. Root Cause 3: Students are not effectively able to elaborate and lack voice and craft in their writing. Teachers need training in effective writing instruction and conferencing across the curriculum.

School Processes & Programs

Problem Statement 3: STAAR 2019 data indicates that 4th Grade Writing performance needs to increase from 52%. **Root Cause 3:** Students are not effectively able to elaborate and lack voice and craft in their writing. Teachers need training in effective writing instruction and conferencing across the curriculum.

Perceptions

Problem Statement 3: STAAR 2019 data indicates that 4th Grade Writing performance needs to increase from 52%. **Root Cause 3:** Students are not effectively able to elaborate and lack voice and craft in their writing. Teachers need training in effective writing instruction and conferencing across the curriculum.

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

Performance Objective 3: 70% of Bear Creek 4th grade students will score at Approaches Grade Level Standard, 35% will Meet Grade Level Standard, and 10% will Master Grade Level Standard on STAAR Writing.

Evaluation Data Source(s) 3: STAAR Writing

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Writing TEKS.		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				
Funding Sources: 199 - General Fund PTA Donation - 0.00, 211 - Title I Part A - 1000.00							
							

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

Performance Objective 4: 75% of 5th Grade Bear Creek students will score Approaches Grade Level Standard, 50% will score Meets Grade Level Standard, and 25% will score Masters Grade Level Standard on the Science STAAR.

Evaluation Data Source(s) 4: STAAR Science

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
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.		*All teachers *Science Instructional Coach	Improved Science STAAR performance				
Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 211 - Title I Part A - 7000.00, 199 - General Fund - 4000.00							
							

Performance Objective 4 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: 2019 STAAR data reveals that ESL students score significantly below most other student subpopulations in 3rd, 4th, and 5th grades in all subject areas. Root Cause 1: There is a need for more effective and consistent collaboration between ESL and general education teachers.</p>
<p>Problem Statement 2: The number of students scoring at "Meets" and "Masters" Grade Level performance in reading, writing, math, and science are below state and district averages and need to increase so that all students make academic progress. Root Cause 2: 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.</p>

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

Performance Objective 5: Systems Safeguards- Option B- Target Math, Reading and Writing instruction for Hispanic, Economically Disadvantaged and EL students. Utilize Title III Immigrant Funds to supplement literacy, math and writing instruction.

Evaluation Data Source(s) 5: 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 before or after school.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	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/ESOL Staff *Bilingual Team Leader/ESL ISSTs	Improved instruction and student achievement				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: 263 - Title III ELA - 5000.00							
							

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 1: 2019 STAAR data reveals that ESL students score significantly below most other student subpopulations in 3rd, 4th, and 5th grades in all subject areas. Root Cause 1: There is a need for more effective and consistent collaboration between ESL and general education teachers.
School Processes & Programs
Problem Statement 1: Teachers struggle to effectively implement the vast district curriculum through the unit plans. Root Cause 1: 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.

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

Performance Objective 6: Increase the growth and achievement of all students by increasing Domain 1, Student Achievement, by at least 10 points.

Evaluation Data Source(s) 6: STAAR data for all student groups and special populations to determine if a minimum of one year's growth was made.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	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 goalsetting sessions		*All Teachers *Instructional Leadership Team	Student progress will increase in all grade levels.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>2) [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 to increase their social/emotional needs through direct instruction.</p> <p>Provide Out-of-School options relevant to students areas of strength, such as Destination Imagination.</p> <p>Provide opportunities to accelerate in areas of student strengths.</p>		*GT Teachers/ Facilitators	To support the social/emotional needs of students.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 7: BCE will work to close gaps among all sub-populations, ensuring that all groups meet the state-defined Domain 3 targets by the end of the 2019-2020 school year.

Evaluation Data Source(s) 7: STAAR data, 2019 State Accountability report.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Teacher will meet bi-monthly to review student achievement data in AWARE, focusing on comparing sub-populations performance. Data will be sorted by sub-populations and if improvement is not shown per sub-population, Success Time groups will be shifted to include students of specific, lagging sub-populations.	2.4, 2.5, 2.6	*All teachers *Instructional Leadership Team	Increased awareness of monitoring student growth and progress				
Problem Statements: Student Academic Achievement 2							
							

Performance Objective 7 Problem Statements:

Student Academic Achievement
Problem Statement 2: The number of students scoring at "Meets" and "Masters" Grade Level performance in reading, writing, math, and science are below state and district averages and need to increase so that all students make academic progress. Root Cause 2: 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.

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

Performance Objective 1: Teacher and students will utilize data to inform decisions regarding goal setting and instruction. Informal reviews will be held weekly and formal reviews each 9 weeks.

Evaluation Data Source(s) 1: DLA, Common Assessments, STAAR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Students will set academic goals, analyze their performance, and graph results in order to ensure all students are making a minimum of one year's growth.	2.4	Principal, APs, Instructional Coaches, Teachers	Increase in student achievement in the Meets & Masters for the following school year. Students who didn't pass would be expected to obtain Approaches grade level on the state test.				

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

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

Evaluation Data Source(s) 1: End of Year Conferences

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Improve low-performing schools 1) Teachers will receive professional development and support. Title I funded and State Compensatory Education funded intervention teachers will coordinate their services with classroom teachers in order to impact students' achievement.		*All teachers *Instructional Leadership Team	Improved coordination and integration of support personnel with general education.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	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.		*Administrative Team *Leadership Team	Higher teacher retention rates				
Funding Sources: 211 - Title I Part A - 227132.00							
							

Goal 4: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) We will continue to increase community and business partners involvement in school with frequent communication of events, trainings, and home resources.		*Leadership team *All Teachers	Increased involvement of the community at large				
	Funding Sources: 211 - Title I Part A - 3945.00						
2) Continue district-wide JA program as defined by KISD/JA agreement.		*KISD JA Staff *Administrative Team	Junior Achievement implemented schoolwide for students				
3) Through opportunities offered by Parent University, parent and family engagement will improve due to communication between our school and homes. 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.		*Instructional Leadership Team *Team Leader Council	Increased family and parent engagement				
	Problem Statements: Perceptions 1 Funding Sources: 211 - Title I Part A - 150.00, 199 - General Fund - 100.00						
							

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Attendance at family engagement events has improved, but we are not reaching all families. **Root Cause 1:** As a school, we must improve the ways and frequency with which we communicate the importance of the events we hold at school and hold events at a variety of times and in various forms of delivery.

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

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

Evaluation Data 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	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.		*PBIS Team *All BCE Staff	Improved student behavior and schoolwide behavior expectations.				
	Funding Sources: 211 - Title I Part A - 2500.00						
2) We will continue to assist full-day Pre-Kindergarteners into transitioning into Kindergarten and 5th graders into junior high by having students visit for a more successful transition.		*PK/K and 5th grade teachers *Instructional Leadership Team	Effective transitions				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Daily literacy instruction will incorporate inferencing, summarization, writing and reading strategies, reading comprehension, phonics/word study and direct vocabulary instruction with a focus on small group instruction utilizing workshop approach. Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Reading TEKS.
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, Math Workshop, progressions, 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	\$191,932.00
6100 Subtotal:		\$191,932.00
6200 Professional and Contracted Services		
211-13-6299-800-106-30-804-2117	6299 Miscellaneous Contracted Services	\$37,500.00
6200 Subtotal:		\$37,500.00
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	\$10,620.00
211-61-6399-800-106-30-804-2117	6399 General Supplies	\$3,945.00
6300 Subtotal:		\$74,865.00
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
Marin Cabrera	Teacher	Title I	1
Maritza Herrera	Teacher	Academic Support	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Bear Creek Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with teacher leaders, parents, community members, and others developed this plan. Root causes were identified, written as needs and reported to the site-based planning team which also includes all stakeholders. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan. The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Texas Educational Agency (TEA). The CNA is available both in the front office of the school and on the campus website. The CNA was initially reviewed on May 21, 2019 and then revised again in August 26, 2019 and September 24, 2019.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Bear Creek Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1. The six steps that our campus follows include:

1. Establishing and training our site-based planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering the data;
5. Analyzing the data;

6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning involves stakeholders and provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators and, if appropriate, specialized instructional support personnel, technical assistance providers, and school staff.

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

Bear Creek Elementary will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. [Section 1114(b)(7)(A)(ii)]

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

As a part of our Campus Advisory Team (CAT) at Bear Creek, we jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community through the campus website and updated periodically to meet the changing needs of parents and the school. Our plan includes a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy. In our final quarterly CAT meeting, which was on May 21, 2019, we reviewed the Parent and Family Engagement Policy for any updates or edits for the following school year based on what worked during the school year. We indicate how the Parent and Family Engagement Policy was reviewed and distributed yearly with our CAT Team. [Section 1116(b)(1)(A)(ii)]

3.2: Offer flexible number of parent involvement meetings

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Sanchez-Aguilar	Teacher	Title I	1
Colleen Dominguez	Teacher	Title I	1
Marin Cabrera	Teacher	Title I	1

Campus Advisory Team

Committee Role	Name	Position
Administrator	Lorena Zertuche	Principal
Administrator	Tim Wolff	Assistant Principal
Administrator	LaTwanda Wilson	Assistant Principal
Classroom Teacher	Lea Pizzolo	1st grade teacher
Classroom Teacher	Raul Velazquez	2nd grade teacher
Classroom Teacher	Maria Calero	4th grade teacher
Classroom Teacher	Amanda Sanchez	Student Support Teacher
Classroom Teacher	Sandy Groschke	Life Skills teacher
Parent	Jeff Weston	
Parent	Kathleen Brand	
Parent	Jilisa Johnson	
Parent	Gabriela Solis	
Parent	April Patterson	
District-level Professional	Lynette Cornell	Instructional Officer for Elementary Reading Intervention
Community Representative	David Hornor	
Parent	Evelyn Roman	
Classroom Teacher	Valeria Lazcano	3rd grade Teacher
Non-classroom Professional	Reagan Harris	Katy Improvement Council (KIC) Representative/Instructional Coach

District 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; 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
4	1	3	Professional development		\$100.00
Sub-Total					\$8,100.00
199 - General Fund PTA Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Book Mobile resources; literacy resources; professional development		\$500.00
1	3	1	Writing resources; professional development; Chromebooks; iPads		\$0.00
Sub-Total					\$500.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy materials; professional development; technology resources		\$30,000.00
1	1	2	Book Mobile resources; literacy resources; professional development		\$2,400.00
1	2	1	Math Instructional materials, professional development, technology resources		\$5,050.00
1	3	1	Writing resources; professional development; Chromebooks; iPads		\$1,000.00
1	4	1	Science materials		\$7,000.00
3	2	1			\$227,132.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Food; speakers; Beautify Bear Creek materials; STEAM Night materials; family engagement activities/events resources	211-61-6399-800-106-30-804-2117	\$3,945.00
4	1	3	Professional development		\$150.00
5	1	1	TBSI Conference; PBIS Professional Development and resources; Love and Logic training; student and staff behavior incentives; book studies		\$2,500.00
Sub-Total					\$279,177.00
263 - Title III ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Tutoring during the day; instructional classroom and intervention materials		\$5,000.00
Sub-Total					\$5,000.00
Grand Total					\$292,777.00

Addendums

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

Accountability Rating Summary

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

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Distinction Designations

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