

Katy Independent School District
Bear Creek Elementary School
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: October 24, 2016
Public Presentation Date: October 11, 2016

Mission Statement

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

Vision

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

Value Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bear Creek Elementary School is celebrating thirty-eight 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 educational program as well as ESL (English as a Second Language), Bilingual, and Special education programs to qualifying students.

Bear Creek teachers are all highly-qualified and ESOL certified and follow the Katy I.S.D. challenging curriculum. In addition, we expand the curriculum with activities and opportunities to maximize student achievement. The school's curriculum is enriched by a hands-on problem solving approach to mathematics, a wonderful science lab for experiments, abundant literary resources in our book-leveled literacy library, classroom wireless laptop access, computer lab internet lessons, and an outstanding Accelerated Reader program. In addition, all classrooms have Smart Boards, projectors and document cameras. All classrooms have access to i-Pads to enhance small group and independent instruction. Extended-day programs include tutorial enrichment called "Cougar Academy" in reading, mathematics, and science. Additional extracurricular activities include: Genius Hour, Chess Club, Read/Deed/Run, Crazy 8's Math Club, Destination Imagination, and Mad Science.

Hispanic- 70.89%

White-19.49%

Black or African American- 4.41%

Asian- 1.60%

American Indian or Alaska Native- 1.60%

Two or More Races- 1.87%

Total Enrollment- 749 students

At-Risk- 72.63%

Economically Disadvantaged- 67.29%

English Language Learners-53.14%

Special Education- 10.55%

Bilingual- 39.25%

English as a Second Language- 14.02%

Gifted/Talented- 3.60%

Title I Programs- 100.0%

Attendance Rate- 97.0%

Mobility Rate- 16.2%

PEIMS Snapshot Demographic Data for 2015-2016. Attendance from 2014-2015 TAPR.

Demographics Strengths

In addition to our academic excellence, BCE is known for its beautiful artwork and outstanding musical programs. Fourth and fifth graders may participate in the Cougar Choir, a musical group that performs both on and away from campus.

Students have opportunities to participate in our Student Council, Safety Patrols, Cougar Choir, and the Katy ISD Spelling Bee. Student council members practice their marketing and math skills by operating a School Supply Store that serves students and parents.

The BCE staff is committed to providing students with quality reading materials at low prices. An on-campus bookstore, Bear Creek "Novel-ty" Bookstore, provides students, teachers and the community with opportunities to purchase new books that cost only \$1.50 each.

BCE provides many opportunities for the community to get involved in children's education: Parent Reading Seminars, Camp-Read-A-Lot, STAAR Night for Parents, Family Fitness and Glow Run, STEAM (Science, Technology, Engineering, Arts, and Mathematics) Night, Open House and more. Parent communication is enhanced through the monthly parent calendar, Parent Link Communication, School Messenger voice 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).

As a PBIS (Positive Behavioral Interventions and Supports) campus, Bear Creek loves to recognize student citizenship and academic achievement. Daily students are given specific, authentic praise and rewarded with "Cougar Cash" which can be redeemed from a menu of incentives. Each nine weeks, the Principal's Pride Awards honor outstanding citizenship and the Principal's Academy Award recognizes outstanding academic achievement. Students are also recognized for excellent behavior in the cafeteria, recognition for exemplary attendance, and more! Front office personnel, substitutes, the principal and assistant principals reward excellent student behavior with "Golden Tickets". Even clean classrooms are spotlighted -- with the "Golden Trashcan" award from the custodial staff. We also love to display students' love of learning in a variety of ways, including parades for "Book Character Dress-Up Day" and a "Be Vocabulous" vocabulary parade.

What Students Say About Bear Creek Elementary

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

Demographics Needs

The following demographic needs are listed in order of importance:

1. The latest PEIMS report shows 10.3% of students are identified as needing Special education services. This is above the 8.8% for the district and 8.6% for state averages.

2. 67.5% of the students that attend Bear Creek Elementary are considered economically disadvantaged. This is well above the 28.3% for the district and 59.0% for state averages.
3. The latest PEIMS report shows a mobility rate of 16.2%. This is above the 10.5% for the district average and just below the 16.5% for state average.
4. Our English Language Learners (ELL) are 53.3% of our student population as compared to 16.3% for the district and 18.5% for state averages.
5. 544 (72.8%) of our students are At-Risk which is well above the 39.8% district average and 50.1% state average.
6. Our students in the Gifted & Talented Education program only equal 27 in number and are 3.6% of our population, below the 7.3% district and 7.7% state averages. We need to increase the number of students identified.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2015-2016 school year, Bear Creek Elementary met all four targets:

- Index 1-Student Achievement. Bear Creek Elementary Index points:74 (state target score=60)
- Index 2-Student Progress. Bear Creek Elementary Index points:43 (state target score=32)
- Index 3-Closing Performance Gaps. Bear Creek Elementary Index points:38 (state target score=28)
- Index 4- Post-Secondary Readiness. Bear Creek Elementary Index points: 30 (state target score=12)

These scores result in Bear Creek Elementary receiving a 2016 Texas Accountability Met Standard Rating. Bear Creek Elementary earned no distinction designations.

On the 2015-2016 STAAR, the following scores for all grades show the percentage at Phase-In Satisfactory Standard or Above:

All subjects-74% (State 75% and District 89%)

Reading- 80% (State 73% and District 88%)

Math-74% (State 76% and District 89%)

Writing-70% (State 69% and District 85%)

Science-60% (State 79% and District 91%)

All tests for all students meeting standard increased from 71% to 74% from 2015 to 2016 on Index 1. On Index 2, we increased from 60% to 65% of the number of students meeting or exceeding progress. Index 4 showed an increase for all students from 24% to 28% meeting postsecondary readiness standards.

An analysis of the above scores by grade level and by each student group reveals that almost all student groups have shown positive growth when comparing the 2014-2015 STAAR data. Among eight different STAAR exams given at three grade levels, 44 different student groups were analyzed. Only 11 groups showed a decrease in scores between 2015 to 2016. All 11 groups have been analyzed by individual student scores and academic standards. Intervention strategies will be implemented to accelerate learning and close this gap.

After an analysis of student groups results yielded growth among them not to be equal. One focus for Bear Creek Elementary is the variance between the highest and lowest score among student groups. Note the highest and lowest 2016 STAAR scores listed below:

- 3rd Grade Reading: 74% Females- 57% Special Education
- 3rd Grade Math: 79% Males-57% Special Education
- 4th Grade Reading: 91% Females-33% ESL

- 4th Grade Math: 81% White-23% Special Education
- 4th Grade Writing: 81% White- 80% White- 23% Special Education
- 5th Grade Reading: 44% At-Risk- 17% ESL
- 5th Grade Math: 58% Bilingual- 17% ESL
- 5th Grade Science: 73% White- 32% Bilingual

When looking at this variance, it is important to remember that the student groups vary in size. To address the variance, Bear Creek Elementary has analyzed scores for each individual student and by each strand. As stated earlier, individual students will be targeted for intervention and acceleration. Teachers also study the goal of the campus in order to close the gaps between all student groups with special emphasis on the Special Education student group.

Bear Creek Elementary met 28 out of 33 of the State System Safeguards which amounts to 85%, 16 of 21 (76%) of performance rates and 12 of 12 participation rates (100%). For the 2015-2016 school year, 87% of students had to pass the 3rd-5th STAAR exams in order for the campus to meet federal achievement targets. Bear Creek Elementary met 0 out of 12 targets in Reading and Mathematics.

GLAD and CRISS Training is successful. Continue to train additional staff with GLAD and CRISS strategies.

ESOL in class support is showing gains in student achievement based on STAAR data. (System Safeguard Target, Reading and Writing ELL)

Flowcabulary focus is impacting vocabulary instruction for all students. We will begin to implement the Flocabulary program this year along with a vocabulary Tier II word instruction book, The New Book of Knowledge.

LLI (Leveled literacy interventions) to improve student literacy. (System Safeguard Target, Reading and Writing ELL)

Growth in TELPAS AYP

Vocabulary development in Spanish and English

Continue district science Saturday academy before science STAAR test

Embed vocabulary development in all content area.

Avenues as worked with ELL to increase the English language

Integration of ELP's with sentence stems

Student Achievement Strengths

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

- Increase in scores for all 4 performance indices.
- Demonstrating an increase in 4th Grade Writing of 20% for all students from the 2015 to the 2016 STAAR.

*4th Grade Writing Olympics for review and Writing STAAR test preparation worked because it created excitement for writing and provided a review before the STAAR test.

*Literacy Library resources provide teachers with an opportunity to provide reading instruction on the students' reading level.

*Small Group intervention worked because our students need additional time and preparation for learning.

*District lesson modeling of Language Arts/Social Studies and Mathematics/Science Instructional Coaches works because teacher's are provided with support for instruction.

*During school and after school tutorials worked to provide additional assistance to struggling students provided by certified teacher.

*100% ESOL Certified Teachers in grades Kindergarten through Fifth worked because teacher's can provide ESL in-class accommodations.

* Five Destination Imagination student teams from BCE works to continue to support creative, critical thinking skills.

*Be Vocabulous program worked because students developed a greater awareness for language and vocabulary using a variety of resources, including "The New Book of Knowledge" by J. Caruthers Doolin.

*Teacher Mentors working with individual students on a weekly basis in order to meet their student's needs (academic, emotional, etc.) works to build relationships.

*Largest KEYS Mentor program in KISD with 30 mentors coming to work with the children for an hour weekly works to meet the needs of our students.

*Reading Incentive Programs works to promote reading. • Bluebonnet Readers and 2 x 2's • Accelerated Readers • Recognition Tags for Achievement and Participation.

*Attended Teachers College Reading and Writing Project Summer Writing Institute, including all grade level representation works to create a culture of Writing Workshop for the entire campus.

*iPads Mobile Learning Devices utilized by all classes, to increase engagement and technology innovations.

*Homegrown Institute

*SHARE

*Staff book clubs - Math, Bluebonnet, 2 x 2, Reading

*Quality questioning focus had teachers improve their questioning and include their questions in lesson plans.

Student Achievement Needs

There will always be student achievement needs until every student achieves 100% mastery of the TEKS. From our data analysis, we have identified the following as the most current, critical student achievement needs. They are listed in priority order:

1. 2016 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th, and 5th grade in Reading and Math. In order to increase student success it was determined that a need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Education students.
2. 4th grade 2016 STAAR scores in both reading and mathematics are significantly lower than scores in grades 3 and 5. The root cause is that the 4th grade RtI structure needs to be strengthened including additional professional development provided for teachers and paraprofessionals.
3. 5th Grade 2016 STAAR Science (60%) is well below district and state averages, with a decrease of 5 out of 9 student groups. In order to increase student success it was determined that a need for greater structures and strategies for providing support, accommodations, acceleration and interventions. No student groups scored above 75% and Hispanic students scored 51%. The root cause is identified as a lack of mastery of prerequisite skills taught at earlier grade levels.
4. Math scores on 2015 STAAR are below the state average. When looking at the student groups in grades 3-5 all student groups score below 80% in at least one grade level. Because of that, math needs to be a focus for campus intervention. The root cause is not totally understood; however, nonmastery of the math standards can be documented as early as Kindergarten.
5. Index 3 showed a decrease from 74% to 68% of the lowest performing group, Hispanics.

*Math Professional Development that supports new TEK implementation.

*Create individual math tubs for each support teacher and add to classroom teacher's math tub.

*Better practices in utilizing technology.

*Reader's Workshop Training for all reading teachers

*Guided math trainings for math teachers

*Additional science resources for students and teachers in K-5

- *Support 5E model planning for Science through team planning.
- *Support Writer's Workshop through training and model lessons for continued student success in writing(System Safeguard Target Writing ELL, Hispanic)
- *Field trips to support curriculum through real world experiences
- *Embed vocabulary instruction into all subject areas. (System Safeguard Target, Reading and Writing ELL) *Integrate literacy in all subject areas. (System Safeguard Target, Reading and Writing ELL)
- *SMART Board trainings and implementation to increase student engagement and achievement
- *Math trainings in numeracy for teachers
- *Target science TEKS and incorporate Science vocabulary in Kindergarten through Fifth grade on a weekly basis.
- *Use A-Z programs to improve instruction in reading and vocabulary on a consistent basis with students to enhance instruction. (System Safeguard Target, Reading ELL)
- *Utilize Instructional Coaches to aid in data analysis and identify areas of student need, provide input into campus-wide needs for staff development to improve instruction.
- *Strengthen students' knowledge of the type of common vocabulary utilized on the STAAR test and everyday life in general. (System Safeguard Target, Reading and Writing ELL, Writing Hispanic)
- *Continue to support and recruit students to participate in Destination Imagination team(s) and participation in the local tournament.
- *Purchase tablets for student use for intervention, reinforcement and enhanced student engagement.
- *Grammar invitations for grades 1-5
- *Collaborative planning model
- *Vocabulary study group
- *Family book clubs
- *Growing PLN- Twitter, Canvas
- *Literacy seminars with non-school aged children

*ELL trainings

*Expanding classroom libraries

*Additional trainings in Readers & Writers workshop.

School Culture and Climate

School Culture and Climate 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. 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.

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

*Love and Logic strategies work well with ELL students.

*Academic Helpers

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

School Culture and Climate Strengths

Bear Creek Elementary School celebrates these strengths:

*Campus discipline data shows positive progress with the number of office discipline referrals being reduced from 353 throughout the 2013-2014 school year to 268 throughout the 2014-2015 school year to 166 during the 2015-2016 school year. This is the third full year for implementation of PBIS at Bear Creek Elementary. This is a significant decrease each year in discipline referrals.

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

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

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

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

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

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

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

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

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

being bullied.

*Hall of Fame awards worked because students and staff were recognized for outstanding citizenship.

*CPI Teacher Trainings worked to provide appropriate response to improve student behavior.

*VIP - Very Important Privileges- 5th Grade Leaders apply for special privileges based on citizenship and grades.

*Clear Expectations using CHAMPS worked to provide appropriate student behaviors during different classroom activities and building locations.

*Anti-bullying sessions by Administration worked to train staff on recognizing and appropriately responding to bullying situations.

*Capturing Kids Hearts works due to continuing to train staff and implement strategies.

*Carol Gallagher, school counselor ate lunch with all students in the building throughout the year worked because she develops relationships with all students.

* Safety talk provided at each staff meeting by campus safety liaison.

* 4 crossing guards

School Culture and Climate Needs

The following needs are prioritized:

- The discipline data from the 2015-2016 school year, although significantly lower than the previous year, reveals a need to continue efforts to decrease the number of discipline referrals.
- Professional development is needed to ensure that the staff at Bear Creek continues to learn and implement positive behavior strategies.
- Trainings and implementation on classroom management strategies; including CHAMPS
- Staff to continue to receive Capturing Kids Hearts training to create and promote positive relationships with students, staff and community.
- Clarification of classroom procedures by each teacher being required to write and post.
- Promote anti-bullying awareness through school-wide activities, literature, programs and trainings.

- Continue to review and teach Bear Creek Manners program
- All staff trained on Anti-bullying strategies and district resources
- Delineation of school expectations for specific daily procedures (i.e. walking down the halls, cafeteria behavior, dismissal, etc.)
- Teams creating maps to identify where each team member stands during recess.
- BCE Safety Plan Revised
- On-going training and follow-up regarding Love and Logic training and implementation
- Core Essential Program Implementation
- BCE TBSI Core team training
- Core group CPR trained
- PBIS Team- Positive Behavior and Intervention Supports- continued training.
- Although the BCE StuCo is strong, we need to create a "Student Voices" group to structure conversation to address school improvement efforts.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Seven new teachers to BCE (3 first-year teachers) joined the Bear Creek family this year. Each new teacher will attend monthly SHARE 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. All teachers, including the new teachers attended content specific professional development with presenters such as Greg Tang, Barb Golub and the Flippen Group's "Winning Culture" during the professional development week of August 15th. 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.

Building staff morale is recognized as a critical component in retaining high-quality staff at Bear Creek when staff may want to live 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.

Staff Quality, Recruitment, and Retention Strengths

- Bear Creek Elementary staff values professional development and seeks opportunities to participate in staff development outside of what the district requires.
- 100% of the certified staff and 100% of the paraprofessional staff have participated in multiple professional development opportunities during this past

school year.

- 100% of the BCE staff is certified in teaching students with English as a Second Language.
- The technology staff development opportunities have helped the staff become more competent and effective with the use of technology in the classroom.
- The latest TAPR indicates that the average number of years of Bear Creek Elementary teachers is 10.4 which is less than the district (11.3) and state (11.0) average number of years. While the percentage of beginning teachers (10.9%), teachers with 1-5 years of experience (26.4%), teachers with 11-20 years of experience (33%) exceed the district and state percentages, the percentage of teachers with 6-10 years of experience (18.7%) is less than the district (24.8%) and state (22.6%). Those with over 20 years of experience (11.1%) is also less than the district (15.3%) and state (16.0%). The TAPR also confirms that the number of teachers who hold masters degrees (15.3%) is higher than the state (23.4%) and the district (23.7%).
- Our campus is staffed with an academic support team of 8.5 teachers and two paraprofessionals. This team serves a diverse group of students who need Tier II and Tier III intervention and support.
- Grade level 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.

Staff Quality, Recruitment, and Retention Needs

Teachers at Bear Creek Elementary participate in grade level content specific planning meetings each week. Team planning practices at Bear Creek Elementary reveals a need for teachers to plan less as a franchise and more as a team. The concept of moving from franchise planning to team planning was introduced by

Stephen Barkley at a leadership conference that the leadership team of Bear Creek attended at the district level. This information was communicated to teachers at the start of the school year, and administrators and instructional coaches are working with each grade level team to achieve the goal of planning as a team.

The 2015-2016 STAAR results for the special education students at Bear Creek reveals a need for additional professional development for special education teachers in the area of effective instructional strategies designed to meet the needs of students with special needs. Many of our PDR sessions, staff meetings and other professional development meetings at Bear Creek will address the needs of our special education teachers. Additionally, the special education teachers

will meet regularly with the general education teachers to share strategies that will help our special education students achieve to a greater extent. Bear Creek Elementary needs increased time for teacher planning as a vertical team. The root cause of this is that our new teachers have not been exposed to Bear Creek's campus-wide strategies, non-negotiables, and are unfamiliar with the campus vocabulary selections. We need more time and collaboration outside of the regular PLC meetings in order to fully implement the professional development strategies being learned. The root cause is that all teachers feel some insecurity about implementing the professional development without follow-up discussions or time to implement new learning. We also need to support teachers who aspire to other leadership opportunities such as becoming team leaders, counselors, assistant principals, etc. so a new "Aspiring Leaders" group is needed for them.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment 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, also referred to as EOUs (End-of-Unit assessments). The success of Bear Creek Elementary's plan of action has been reflected on the 2016 STAAR results that show an increase on student achievement in the subject of reading, across all grade levels, and writing which were part of our targeted areas during the 2015-2016 school year. Kindergarten through second grade focus upon HHM, iStation, Fountas and Pinnell Assessment, mCLASS, and common assessments for assessment. Third through fifth grade focus on STAAR, iStation, Think Through Math, and district benchmarks. Special courses and programs such as physical education, music, special education, dyslexia and ELL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for our ELL 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?"

This increased performance in reading derived 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. This data also demonstrates increases in all four indices for Bear Creek (Index 1 up by 3 points, Index 2 up by 1 point, Index 3 up by 5 points and Index 4 up by 3 points). Our target will be continuing to see an increase in these indices during the 2016-2017 school year.

In 3rd grade math, 77% of our students met standard with 9% of them scoring at the advanced level in 2015. In 2016, 71% of our 3rd grade students met standard with 9% of students scoring at the advanced level. In 4th grade math, 63% of our students met standard with 5% of them scoring at the advanced level in 2015. In 2016, 65% of our 4th grade students met standard with 7% of students scoring at the advanced level. In 5th grade math, 70% of our students met standard with 7% of them scoring at the advanced level in 2015. In 2016, 87% of our 5th grade students met standard with 9% of students scoring at the advanced level.

In 3rd grade reading, 82% of our students met standard with 24% of them scoring at the advanced level in 2015. In 2016, 76% of our students met standard with 23% of 3rd grade students scoring at the advanced level. In 4th grade reading, 66% of our students met standard with 9% of them scoring at the advanced level in 2015. In 2016, 81% of our 4th grade students met standard with 15% of students scoring at the advanced level. In 5th grade reading, 91% of our students met standard with 25% of them scoring at the advanced level in 2015. In 2016, 82% of our 5th grade students met standard with 14% of students scoring at the advanced level.

In 4th grade writing, 49% of our students met standard with 1% of them scoring in the advanced level in 2015. In 2016, 68% of our students met standard with 12% of 4th grade students scoring at the advanced level. In 5th grade science, 61% of our students met standard with 2% of them scoring in the advanced level in 2015. In 2016, 59% of our 5th grade students met standard with 5% of students scoring at the advanced level.

In Index 1, Science had an overall increase of 5 points. The ELL population had the largest increase of 27 points and Special Education increased by 50 points. Among all subjects, the White subpopulation showed an increase of 5 points and both Special Education and ELL subpopulations increased by 4 points. In reading, all grade levels presented an increase of 2 points in the White subpopulation and an increase of 17 percent for Special Education. Overall, there was an increase in math by 3 percent but no data is available to compare progress in math and cannot take into consideration the 2015 testing window.

In Index 2, all grade levels in all subjects went down by 12 points with the biggest drop in the Special Education subpopulation by 20 points.

Index 3 increased by 5 points for all subjects in all grade levels with the largest gain of 16 points in science. Reading went up by 3 points in the White subpopulation but dropped by 3 among the Hispanic subpopulation and down by 6 among the African-American subpopulation.

Index 4 increased by 3 points.

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.

The data reflected aids in determining what professional development will be provided and where the focus of instruction will be.

Communications has become more streamlined between admin, faculty, parent/students.

Paws for Planning has gained more support and has been extended to include PreK.

All decisions regarding professional development, programs and practices are based upon the needs identified in this improvement plan.

Curriculum, Instruction, and Assessment Strengths

Bear Creek Elementary has recognized the following strengths:

*Teacher generated roadmaps that target specific TEKS for instruction

*Teacher analyzed heat maps

*Teacher created common assessments or EOUs

*Weekly team planning

- *An improved RtI collaborative process
- *Planning in Content Focus Groups and teams
- *Teachers ability to identify strategies for students in Tier 1 and Tier 2
- *Bi-monthly local professional development (content collaborative meetings)
- *Teachers attending outside district professional development
- *Teachers conducting learning walks to observe peers
- *Used Title I, Title III and Special Projects to fund teacher tutoring
- *Providing differentiated instruction
- *Conducting professional development opportunities after school weekly (Tuesday Topics) and monthly (staff meetings, PBIS, TLC meetings)
- *Teacher implemented problem solving strategies to strengthen conceptual understanding of math concepts
- *Intervention time to target science curriculum for fifth grade students once a week
- *CAT team
- *WOW Mom's/Copy Angels Work Baskets
- *Team Leader Meetings
- *Instructional Staff Meetings
- *Staff Development targeting school needs
- *Technology Purchases with Title I funding for iPads
- *Book Study- The 15 Invaluable Laws of Growth
- *Weekly Wednesday Love and Logic helpful hint emails
- *Staff Outings

*Webinars with Leadership Team

*Daily Professional Development Rotation (PDR)- content focused staff development, choice PDR and data meetings.

*SHARE

*Superspecials - PAWS for Planning each grading period

Curriculum, Instruction, and Assessment Needs

The following have been identified as areas to improve on:

*Intervention time needs to be targeted among all students regardless of their needs (flexible grouping)

*Understanding of special education (IEPS, implementation of in-class instruction, collaborative teaching among special education and general education teachers, modifications vs. accommodations)

*A comparison of the performance indicators for each grade level standard and an analysis of STAAR scores and the CBAs identify some gaps in instruction and student achievement. The root cause is a lack of consistently providing instruction at the correct level of rigor.

*Teachers required to gain a deep understanding of new math TEKS which have created gaps in students' math skills. The root cause is that many standards are now at new grade levels and the campus needs additional professional development to address this problem.

*The ability to interpret and use common assessment data to drive instructional decisions.

*Shifting from analyzing data to implementing a plan for addressing weak areas (hotspots)

*Vertical alignment of a targeted writing plan

*Continued focus on priority TEKS

*More timely communications - flyers day before.

*Be more strategic and respectful of time during monthly staff meetings

*PDR choice signup on Thursdays and communicate to specials team.

*More support for "Paws for Planning" (aka. Super Specials) - academic support/parents

*Professional development for teachers regarding emerging technology and applications

Family and Community Involvement

Family and Community Involvement Summary

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, email, communication logs and 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 in weekly communications are provided in both English and Spanish. 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.

We continue to have a large number of community engagement opportunities both with parents and business partners. Our ESOL parent population is increasing and so are the number of parent volunteers.

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

English/Spanish information provided to all parents.

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

Family and Community Involvement Strengths

Bear Creek Elementary works hard to maintain these strengths:

*A process to involve parents in planning, implementing and evaluating family involvement activities through PTA and CAT Team

*An orientation program to prepare volunteers

*Houston NorthWest Community Center partnerships for Houston Food Bank Backpack Buddies program, Thanksgiving boxes, etc.

- *Exterran Energy Corporation backpack and supplies giveaway
- *Book Character Dress-Up Day
- *Meet the Teacher
- *Back-to-School Night
- *Family Fitness Night/Glow Run
- *Red Ribbon week
- *Junior Achievement
- *STAAR Nights
- *Spelling Bee
- *Book Fairs
- *Camp Read-A-Lot
- *1st, 3rd and 5th Grade Music Programs
- *STEAM Night
- *Be Vocabulous Parade
- *Jingle Bell Walk Around the Block Walk
- *Rodeo dancing
- *Kindergarten Rodeo
- *Open House/Fine Arts Night
- *PIE Spirit Nights- fall/spring

- *5th grade awards ceremony
- *Student Council Fundraisers, School Store, Recycling and campus improvement
- *Staff members presenting at Boy Scout and Girl Scout meetings
- *Raz-Kids and Learning A-Z Web-based Program
- *Destination Imagination (four teams)
- *Kindergarten Orientation Night
- *Grade level newsletters
- *WOW moms volunteering every Wednesday
- *Kindergarten Community Helpers Week
- *FaceBook, Remind, Instagram and Twitter links
- *AR Lock-in
- *Muffins for Mom and Donuts for Dads
- *KEYS Mentoring Program (Keep Encouraging Youth toward Success)
- *VIPS (Volunteers in Public Schools)
- *PIE (Partners in Education)
- *PTA Meetings and Grade Level Programs
- *Evening Book Fair open house
- *Grandparent's Day lunches
- *Watch D.O.G.S. (Dads of Great Students)

*Core Essentials Program

*Learning Celebrations

All of the above events involved the community, promoted positive community engagement, and encouraged parents to become involved in their children's education.

Family and Community Involvement Needs

*Become a "No Place for Hate" school

*Become a "School of Character" as recognized by TEPSA

*More parent learning walks

*Continue to build on our strengths and respond to the needs of the community as they are presented to us

*Making more of an effort to communicate positive campus news to Public Relations vehicles within the district (such as KISD news@katyisd.org, Updates, newsletters, Parent Link , etc.) as well as outside of the district (local media, newspapers, community newsletter)

*Provide parents with training on reading, writing and math strategies to do at home and materials to use at home

*STEAM Night event to include math and science activities for Kindergarten through Fifth Grade

*Promote teacher/parent usage of FaceBook, Remind, Instagram and Twitter links

*After Walk for Success, continue home visits as necessary

*Seminars for parents

*Birthday recognitions on new electronic marquee

*In order to continue serving our students to the best of our ability, an increase in parent involvement would create more visible interactions for our students and increase the productivity of the school as a whole. While parent participation is considered to be strong, an analysis of parent sign-in sheets, etc., reveals that parent involvement is not equal among the parents of all student groups. The root cause may be a perceived language and/or cultural barrier.

*A multi-cultural evening event would enhance our students' and parents' knowledge by providing an opportunity to explore the variety of cultures,

nationalities, traditions and customs within our own community, and open new experiences by offering information about different countries throughout the world. These experiences will create and broaden awareness of the diverse “melting pot” in our city, state and country.

*Parent participation data shows greater participation in activities that are "fun" as compared to activities that support learning and are more "academic." The root cause is not completely defined.

*Working parents are unable to participate as much as stay-at-home parents. The root cause is that due to the various working hours and demands of their jobs, working parents cannot always come to school. We have to create ways for these parents to be engaged in their children's education.

*Remind for parent notifications

*Updating curriculum information for parents via teacher websites, Canvas, newsletter, etc.

School Context and Organization

School Context and Organization Summary

Bear Creek Elementary and the district are guided by the true north goals and Bear Creek Elementary will continue to focus especially on student growth and achievement based on data, student ownership of learning, implementation of best strategies, enrichment opportunities and instruction. Student needs are addressed according to their student friendly charts, the school's leveling up program, which holds them accountable for their learning. Teachers analyze both formal such as STAAR, 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.

School Context and Organization Strengths

Bear Creek Elementary has recognized the following strengths:

- *Ownership of students' learning through a self-recording of progress using student-friendly charts (leveling-up program)
- *Implementation of writing celebrations across grade levels
- *Interruptions in classrooms to the instructional day are kept to a minimum.
- *Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
- *Teachers accommodate special populations with more time and individualized instructional plans

- *RTI is being utilized successfully with students being referred to the appropriate special population.
- *A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
- *Safety drills are practiced and conducted often in an efficient manner.
- *Implementation of math challenges that motivates students to seek progress on their own learning (TTM leveling up, Fastt Math fact fluency challenge)
- *Students in need of academic strength received extra services during the school day
- *ELL students have the opportunity to enrich their art, music and science learning experiences through three different clubs (Abrakadoodle, Cougar Choir and Mad Science) offered after school
- *All fifth grade students receive hands-on science intervention once a week
- *All students K-4 are engaged in science lessons conducted in the lab twice a month (PK beginning in spring semester).
- *All students receive instruction in the science lab in addition to their classroom instruction in the science subject.
- *SHARE Group for first and second year teachers
- *Team Leader Council
- *Use of monthly calendar, Blackboard, marquee, etc. to communicate school events
- *Cougar Pride campus meetings for all students and staff monthly
- *Bi-monthly Leadership team meetings
- *Consistent use of the Response to Intervention model resulting in high levels of students receiving appropriate interventions and placements needed (i.e., Title I, 504/Dyslexia Intervention Program and Special Education)
- *Great partnership with active PTA
- *Content Focus Groups
- *Communication with staff via Remind app

School Context and Organization Needs

The following have been identified as areas to improve on:

- *Intervention time needs to be targeted among all students regardless of their needs (flexible grouping)
- *Collaboration between special education teachers and classroom teachers needs to be strengthened
- *Updated contact information on InfoSnap with parents and community to send messages via Blackboard

Technology

Technology Summary

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, Smartboards, document cameras, 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 and computers such as: IStation, DreamBox, padlet, edcreation, piccollage, Aurasma, plickers, google drive to create and display assignments and projects. We were the first campus in our district to have a SmartBoard in each classroom and once we have our technology retrofit in March of 2017, we will also have 1:1 ipad access. We have three teams of Connected Learners this year immersing themselves in the SAMR Model, two Canvas Teacher Leaders and several staff members presenting at TCEA (Texas Computer Educator Association) conference in the spring of 2017. The majority of the teachers are accustomed to integrating use of SmartBoard technology including document camera and Apple TV into their daily activities and lessons.

Technology Strengths

- iPads with Internet access are available for every student
- Two full computer labs are available for students with additional computers in the library
- During the 2015-2016 school year, teachers received extensive training on how to integrate technology (with iPads and the interactive white board) into their instruction from our Classroom Technology Designer. Follow-up professional development is planned for the 2016-2017 school year.
- Every classroom has iPad access for students.
- Each teacher has access to an iPad 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, Apple TVs, aSmartBoard, and a document camera in keeping with current technology.
- Our campus is provided a Classroom Technology Designer as well as Campus Technology Coordinator.

Technology Needs

- As technology continues to advance, teachers need updated and refresher trainings to improve and enhance skills and comfort levels for using the new

and ever-changing hardware and software.

- Student access to electronic devices such as iPads will soon be a one-to-one correspondence.
- Bear Creek needs to apply for a grant to purchase a 3-D printer or obtain it from our PTA Wish List funds.
- Continue to utilize BrightBytes data to inform our technology campus plans.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Budgets/entitlements and expenditures data

Goals







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

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

Performance Objective 1: By June 2017, 87% of Bear Creek students in grades 3, 4, and 5 will meet standard on the Math STAAR test, based on Index 1, Student Achievement.

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

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Math TEKS. Students will use the CRA Model via hands-on activities, guided math, vocabulary instruction, and interactive notebooking.</p>	2, 3, 4, 9, 10	All math teachers Instructional Coaches Title I Teachers Academic Support Teachers Classroom Teachers Administration	Math Benchmarks Grades Common Assessments STAAR Results Common Assessments DLA's Progress Reports Report Cards HMH/TTM MClass Professional Development Agendas Collaborative Meetings Plans Teacher Observations/Walkthroughs Leveling Up Charts Teachers provided Math trainings that support Math TEKS.				
Funding Sources: 211 - Title I Part A - \$10,050.00, 199 - General Fund - \$0.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							







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

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

Performance Objective 2: By June 2017, 65% of 5th Grade Bear Creek students will meet standard on the Science STAAR test, Performance Level II Phase II.

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

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Science TEKS. Students will use inquiry-based learning via hands-on activities, vocabulary instruction, and interactive notebooking.</p>	2, 3, 4, 9, 10	<ul style="list-style-type: none"> *All science teachers *Instructional Coaches *Title I Teachers *Classroom Teachers *Administration 	<p>1. IMPLEMENTATION-</p> <ul style="list-style-type: none"> *Science grades *Science STAAR test results *Common Assessments *DLA's *Progress Reports *Report Cards *Professional Development Agendas *Collaborative Meetings *ELT Schedules/Lesson Plans *Science Lab Schedule/Lesson Plans *Science Club/ Projects Teacher *Observations/Walkthroughs *Leveling Up Charts *Teachers provided Science trainings that support Science TEKS. 				
Funding Sources: 211 - Title I Part A - \$5,000.00, 199 - General Fund - \$4,000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							


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


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







Performance Objective 3: By June 2017, 87% of Bear Creek Students will meet standard on the Reading STAAR test, Index 1 for Student Achievement.

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

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Daily literacy instruction will incorporate inferencing, summarization, writing, reading strategies, reading comprehension and direct vocabulary instruction with a focus on small group instruction utilizing workshop approach. Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Reading TEKS.</p>	2, 3, 4, 9, 10	All teachers Instructional Coaches Title I Teachers Academic Support Teachers Classroom Teachers Administration	Reading progress ISIP/I-Station Reading grades Benchmarks Common Assessments STAAR ISIP Common Assessments DLA's Progress Reports Report Cards ISIP I-Station Fountas & Pinnell Professional Development Agendas Collaborative Meetings ELT Schedule/Lesson Plans Teacher Observations/Walkthroughs Reader's Notebooks Leveling Up Charts STAAR Results				
Funding Sources: 211 - Title I Part A - \$5,000.00, 199 - General Fund - \$3,000.00							

<p>2) A school-wide comprehensive vocabulary program will be implemented.</p>	<p>2, 3, 4, 9</p>	<p>All teachers Instructional Coaches Title I Teachers Academic Support Teachers Classroom Teachers Administration</p>	<p>Reading progress ISIP/I-Station Reading grades Benchmarks Common Assessments STAAR ISIP Common Assessments DLA's Progress Reports Report Cards ISIP I-Station Fountas & Pinnell Professional Development Agendas Collaborative Meetings ELT Schedule/Lesson Plans Teacher Observations/Walkthroughs Reader's Notebooks Leveling Up Charts STAAR Results Flocabulary program lessons</p>				
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<p>3) A sense of BCE as a reading community will be enhanced through many activities that promote literacy and reading.</p>	<p>2, 3, 4, 9, 10</p>	<p>All teachers Instructional Coaches Title I Teachers Academic Support Teachers Classroom Teachers Administration</p>	<p>Classroom libraries Reading progress ISIP/I-Station Reading grades Benchmarks Common Assessments STAAR ISIP Common Assessments DLA's Progress Reports Report Cards ISIP I-Station Fountas & Pinnell Professional Development Agendas Collaborative Meetings ELT Schedule/Lesson Plans Teacher Observations/Walkthroughs Reader's Notebooks Leveling Up Charts STAAR Results</p>				
<p>Funding Sources: 211 - Title I Part A - \$1,000.00, 199 - General Fund - \$1,000.00, 199 - General Fund PTA Donation - \$500.00</p>							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







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

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

Performance Objective 4: By June 2017, 72% of Bear Creek 4th grade students will meet standard on the Writing STAAR test, Performance Level II Phase II.

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

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Writing TEKS.</p>	2, 3, 4, 9, 10	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 - \$9,000.00, 211 - Title I Part A - \$5,000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							







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

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

Performance Objective 5: By June 2017, 87% of Bear Creek students will meet End-of-Year passing expectations on Social Studies TEKS.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Social Studies instruction will include connections between English Language Arts and Social Studies TEKS with an emphasis on vocabulary. Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Social Studies TEKS. Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Social Studies TEKS.</p>	2, 3, 4, 9, 10	<p>*Social Studies and Language Arts teachers</p> <p>*Title I Teachers Classroom Teachers</p> <p>*Administration</p> <p>*Instructional Coaches</p>	<p>1. IMPLEMENTATION-</p> <p>*Language/social studies grades</p> <p>*Common Assessments</p> <p>*Progress Reports</p> <p>*Report Cards</p> <p>*Professional Development Agendas</p> <p>*Collaborative Meetings</p> <p>*Teacher</p> <p>*Observations/Walkthroughs</p> <p>*Leveling Up Charts</p>				
Funding Sources: 211 - Title I Part A - \$2,500.00, 199 - General Fund - \$1,000.00							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







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

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

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

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Bilingual/ESOL reading resources will be purchased for the literacy library and reading intervention. Teachers will use instructional materials to promote literacy in the classroom. Additional math, reading and science resources will be purchased for classroom and school-wide instruction and support.		Bilingual Team Leader Principal Bilingual/ESOL Staff Principal Assistant Principals ESOL Teachers Part time Tutorial Teachers	Improved reading instruction and student reading Achievement Fountas & Pinnell I-station formative data STAAR Results PEIMS Identified Immigrant Students Student Achievement Data Sources: Student Engagement Subjective Data: Walkthroughs/Observations Grades				
	Funding Sources: 263 - Title III LEP - \$5,000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							







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

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

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

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All students and teachers will utilize best practices in technology to increase student achievement in all instructional areas.	2	Classroom Teachers Special Education Teachers District Personnel Principal Assistant Principals Instructional Leadership Team/Instructional Coaches Testing Coordinator as applicable Technology Division Teaching & Learning Division	Formative evaluations each nine weeks. Summative evaluations- Improvement in individual student achievement. Assess projection integration --per semester Assess the level of social networking integration --per semester June 2017 Classroom Teachers Specific lesson plans in forethought utilizing technology integration aligned to TEKS and STAAR				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							


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



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



Performance Objective 8: Increase the growth and achievement of all students by June of 2017 by increasing Index 2 by at least 10 points.

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




Summative Evaluation 8:









Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize collaborative teamwork for instructional planning to include: <ul style="list-style-type: none"> · Data analysis by grade, subject, student group, and progress measure · Data analysis through reflective questions using the Lead4Ward processes · Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue · Development of an instructional plan/Action Plan based on data analysis to be included in the campus improvement plans · Individual student data analysis and student goal setting sessions 	8	Ex. Director, Research, Assessment and Accountability Curriculum & Instruction Departments Principal Assist. Prin. Team Leaders Instructional Leadership Team Instructional Coaches	DLA reports and metrics End-of-Year STAAR reports System Safeguard Data Distinction Designation data PBMAS indicators for ELL, SPED, and NCLB Evaluation according to DLA calendar Instructional Coach meetings each month as evidenced on the agenda Conversations with Executive Leadership Team monthly Evidence of differentiated instruction in lesson plans weekly				

<p>2) (Technology) Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate multiple technology tools relevant to the digital learner.</p>	4	<p>Technology Division Teaching & Learning Division Principals Instructional Leadership Team Instructional Coaches Classroom Technology Designers</p>	<p>Defined Instructional strategies in Forethought facilitating technology integration Specific lesson plans in Forethought utilizing technology integration aligned to State Assessments Bright Bytes Survey Attendance of iCamp Connected Learner Initiative Digital star Teacher Recognition</p>				
<p>3) [Gifted and Talented/Advanced Academic Studies (G/T/AAS)] Program options enable G/T students to work together as a group, work with other students, and work independently during the school day/entire year. Provide Out-of-School options relevant to students' areas of strength, such as Destination Imagination. Provide opportunities to accelerate in areas of student strengths Recruit and retain students in advanced courses Elementary- GT students are clustered in groups of 5-8 in the regular academic classroom if numbers permit. Secondary- GT students are grouped in high-density clusters</p>		<p>GT/AAS Department Principal Assist. Prin. Counselors GT Facilitator/Teachers</p>	<p>Participation in Destination Imagination Pentathlon Academic Decathlon Other Academic Competitions Student enrollment in courses advanced for grade JH MSI Data Comparison of class rosters -- beginning and end of semesters Master schedule per semester Class rosters per semester Destination Imagination Teams Pentathlon, Academic Decathlon, and other Academic Competitions per competition schedules CBE permissions per academic area / per semester Schedule changes per semester</p>				

<p>4) (Gifted and Talented) Every teacher assigned to teach a GT course has attained required 30 hours of GT training in:</p> <p>a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Curriculum and instruction for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students.</p>	<p>G/T Consultants Region IV G/T Dir. Houston Area Coop on G/T GT/AAS Dept. College Board Principal Assistant Principal Instructional Principal Instructional Leadership Team Counselors GT Facilitator</p>	<p>Year-end G/T Professional Dev. Records for each GT Teacher Teacher Appraisals 30 Hour Awareness Certificates Certificates of Attendance for G/T per session G/T Prof Dev. Sign-in per session</p>				
<p>5) (Gifted and Talented) In collaboration with the coordinator in content areas, implement and evaluate development of differentiated curriculum for meeting needs of gifted students using effective instructional techniques.</p>	<p>Dir. of GT/ & Adv. Acad, Studies (AAS) Teachers Instructional Leadership Team GT Facilitator GT/AAS Instructional Officer Principal Assist. Prin. Instructional Leadership Team Classroom Teachers GT Facilitator Counselors</p>	<p>District or campus evaluation surveys AP scores Student products Lesson Plans weekly Curriculum Documents Walk-throughs/Observations</p>				

<p>6) (Gifted and Talented) Conduct annual GT screening by following the district-wide procedures for referral, screening, and identification of students. Emphasize finding and indentifying underrepresented groups.</p>	<p>G/T Program Guide TX State Plan for GT Educ. Dir. GT/Adv. Acad. Studies Instructional Officer for GT/AAS District Personnel Parent/Teachers/Staff Principal Assist. Prin. Counselor GT Facilitator/Teachers Campus Selection Committees</p>	<p>Student referrals per district GT calendar G/T PEIMS data per semester Ethnicity reports per semester Screening results per district calendar Student referrals per district GT screening calendar G/T participation rosters per semester Ethnicity reports per semester Screening results per semester Campus communication and announcements per semester</p>			
<p>7) Conduct annual program evaluations utilizing student performance data derived from special populations for the purpose of program review and revision.</p>	<p>Per Program Applicability Directors of: GT/AAS Dept. Office of Interventions (SCE) Federal Programs and External Funding (Title I) Department of Other Languages (Title III) Curriculum & Instruction (Title II) Career & Technical Education Special Education Campus Principal Counselors Program Facilitators</p>	<p>Per Program Applicability: State assessment data (STAAR, TELPAS), Promotion/ Retention data Parent/ Student Surveys, Progress Reports, Report cards and District assessment data</p>			
<p>8) (Special Education) Monitor LRE ratio and develop campus capacity to support inclusive programming for students with disabilities.</p>	<p>Special Education Department Principal Campus Special Ed. Department</p>	<p>Campus LRE Ratio Reports ESP Instructional Arrangement Code Reports Observations of research-based strategies during walk-through and PDAS appraisal process per campus/district calendar</p>			

<p>9) (Special Education) (STAAR) Examine all STAAR, STAAR-A and STAAR-Alt2 results for percentage of students meeting state standards</p>	<p>Special Education Department Accountability / Research Dept. Principal Diagnostician Special Ed. Team Leader Campus Spec.Ed. (SPE) Administrator</p>	<p>Confidential Student Records (CSR) STAAR, STAAR-A, and STAAR-Alt 2 Results PBMAS Report</p>				
<p>10) (Special Education) Train all special education staff, building administrators, and counselors on Special Education program compliance.</p>	<p>Special Education Department Speech Pathologist Diagnostician Diagnostic Teacher Counselors Campus Administration</p>	<p>TEA complaints PBMAS report System Safeguard Report Timeline/Referral Logs Training agendas and registrations</p>				
<p>11) (English Language Learners) Monitor ELLS' academic progress and linguistic support by ensuring that the ELPs (English Language Proficiency Standards are implemented in all content areas. Utilize TELPAS (Texas English Language Proficiency Standards) and STAAR results to monitor progress of ELL students. Train all ELL staff, administrators and counselors on timeline requirements and state compliance, including LPAC initial training (Verification and Oaths), IPT and IOWA, STAAR, STAAR L, and TELPAS</p>	<p>Language Proficiency Assessment Committee (LPAC) LPAC Decision-Making Process Campus Administrative Staff ESL Teachers Department of Other Languages Department of Research, Assessment and Accountability</p>	<p>TELPAS STAAR L LPAC Summary Reports Acceleration of English Language Proficiency Plan ELL Accommodations Checklist Chart progress of monitored students each grading period</p>				

<p>12) (Professional Development) Provide professional development (trainings, conferences, instructional coaching) that increases knowledge and skills related to curriculum (TEKS), scientifically based researched strategies and the integration of technology to meet the needs of diverse student populations.</p>	4	<p>Department of Curriculum & Instruction Department of Other Languages Principal & Asst. Principals Instructional Coaches Program Facilitators</p>	<p>Surveys and Feedback Local, State, and National Assessments Agendas Sign-in Sheets Lesson Plans</p>				
<p>13) (Title II, A) The CAT, teachers and administrators will complete prof. dev. in clearly defined focus areas to meet No Child Left Behind (NCLB), District and campus goals and participate in applicable campus and district prof. dev. survey accountability training.</p>		<p>Content Area Specialists Principal Assistant Principal Team Leaders Campus Instructional Support</p>	<p>Summative appraisals Results of surveys Staff Survey Prof. dev. documentation - per training Campus surveys - Spring</p>				
<p>14) (Supplemental Support) Identify, monitor progress and provide supplemental instructional support and resources to struggling at-risk, Title I, LEP, and dyslexic students.</p>	9	<p>Principal Instructional Support Staff Office of Interventions Department of Federal Programs Department of Other Languages</p>	<p>ISIP Reports, Annual IPT, STAAR results, TELPAS Dropout data Local assessments, Report cards, Progress Reports, Eng. Acquisition Measure, Periodic schedule and Progress Monitoring Measures.</p>				
<p>15) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan, interim reports and opportunities to conference will be provided to parents of identified students.</p>		<p>Department Counselors, as applicable Campus principal Campus intervention support staff Office of Interventions</p>	<p>Promotion/retention data Accelerated Instruction Plan Benchmark data Service logs Progress reports Report cards Conference records</p>				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

Performance Objective 9: Student achievement levels will exceed state and national (where applicable) standards/averages.

Evaluation Data Source(s) 9: Assessment results for each of the identified assessments will be compared with longitudinal historical results in addition to state and national data to measure increases.

Summative Evaluation 9:

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

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

Performance Objective 10: Staff will implement the district's curriculum, and utilize a variety of instructional models to create opportunities for students to improve learning and demonstrate the Instructional Cornerstones.

Evaluation Data Source(s) 10: Student performance reports.

Summative Evaluation 10:

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

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

Performance Objective 11: The four focus areas (balanced assessment, leadership development, effective math instruction and positive behavior supports) will be included in campus improvement plans.

Evaluation Data Source(s) 11: Campus improvement plans will include strategies to address the four focus areas, as appropriate.

Summative Evaluation 11:

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

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

Performance Objective 12: Katy ISD will increase the percent of System Safeguards met.

Evaluation Data Source(s) 12: System Safeguards report.

Summative Evaluation 12:

Goal 2: School Culture and Climate (Safe and Orderly Learning and Working Environment):
A safe, orderly, positive and quality learning and working environment will be provided for students and staff.

Performance Objective 1: BCE will build positive relationships with the campus community and will decrease the number of discipline referrals by 20%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June







<p>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.</p> <p>Love and Logic CHAMPS Capturing Kids Hearts Lunch Bunch with Counselor Teach Positive manners-- We will provide our campus instructional paraprofessionals training in student management strategies.</p>	2, 3, 4	<p>Campus Community PBIS Team Administrators ALL BCE Staff Leadership team Paraprofessionals Principal/A.P.s Counselor LSSP Behavior Interventionist</p>	<p>Improved campus community relationships Reduction in discipline referrals. Discipline referral data PBIS Committee Agendas Use of Cougar Cash Student/staff purchases from incentive menus Meeting with KISD Behavior Interventionist Use of Pocket Book Strategies Attendance at Region IV PBIS Training Counseling referral data Counselors guidance lesson schedule PDR sessions Improved behavior management strategies.</p>				
Funding Sources: 211 - Title I Part A - \$2,500.00							

Goal 2: School Culture and Climate (Safe and Orderly Learning and Working Environment):
 A safe, orderly, positive and quality learning and working environment will be provided for students and staff.

Performance Objective 2: BCE will promote character education with the campus community

Evaluation Data Source(s) 2:

Summative Evaluation 2:







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) *Core Essentials *Character Trait award for students *You Matter cards for staff recognition *Volunteer Parent Recognition *VIPS program for 5th grade *Teacher & KEYS Mentor program	10	Campus Community	*Ongoing *Increased self-esteem, commitment and productivity				
Funding Sources: 211 - Title I Part A - \$1,500.00, 199 - General Fund PTA Donation - \$500.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: School Culture and Climate (Safe and Orderly Learning and Working Environment):
 A safe, orderly, positive and quality learning and working environment will be provided for students and staff.

Performance Objective 3: BCE will promote anti-bullying strategies within the campus community

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) *Lessons from school counselor *Training sessions by administrators for all staff members *Active bystander program *Cyberbullying lessons in the library *Toro - "Take the Bull out of Bullying" presentation		Campus Community	Improved student behaviors Decrease in bullying incidents and office discipline referrals				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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








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

Performance Objective 4: BCE will implement a safe and orderly working and learning environment by ensuring that the campus is run in a safe and effective manner.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

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

<p>3) (Emergency Operation/ Management Plan) • Review, update, and communicate plans to all staff. • Identify a campus safety liaison • Institute NIMS certification for incident command team and alternates</p>		<p>Teachers Safety Manager School Safety Task Force FEMA Training District Emergency Plan Principal Administrative</p>	<p>End-of-Year documentation confirms emergency plan practiced and followed NIMS Training completed Appropriate drills carried out per established guidelines Required FEMA Training Certificates attained Administrative Team Incident Command Team</p>				
<p>4) (Safe & Drug Free Schools) *Promote parent and community involvement in Tobacco Alcohol and Other Drugs (TAOD) and violence/dating violence prevention/weapon free programs/ activities. *Red Ribbon Week</p>		<p>Local Law Enforcement Officers Community Professionals LSSP Student Support Specialists KISD School Health Advisory Committee (SHAC) Counselors Principals</p>	<p>Participant Rosters Program Calendars Parent Evaluation Surveys as applicable Agendas, Sign-Ins per training Training Evaluations per training</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

Performance Objective 5: Campuses and departments will be provided professional learning to support their implementation of the comprehensive safety program.

Evaluation Data Source(s) 5: Safety and security audits.

Summative Evaluation 5:

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

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

Performance Objective 6: Support initiatives to increase staff and student engagement by addressing behavioral, social, health and emotional needs to create a positive learning and working environment as evidenced by a decrease in discipline referrals and out of class placements.

Evaluation Data Source(s) 6: Comparison of PEIMS discipline data from previous years, and referrals for differentiated instruction and/or services.

Summative Evaluation 6:

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

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

Performance Objective 7: Implement prevention/intervention measures for bullying and harassment incidents and investigate and respond to allegations in a timely manner.

Evaluation Data Source(s) 7: Longitudinal bullying/harassment data collected and examined, including response time to allegations.

Summative Evaluation 7:

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




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






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

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

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) We will continue to increase community and business partners involvement in school with events, trainings, and home resources. We will promote community involvement by providing Donuts for Dad, Muffins with Mom, Volunteer Workdays, Grade Level Programs, Love and Logic for parents and Family Engagement Events. Technology resources (i.e., Blackboard), marquee and school drive by signs to promote parents to volunteer and attend campus activities will be continued, as well as school websites and social media.</p>	6, 10	Leadership team Classroom Teachers Administrators Instructional Coaches Teachers Business Partners	Each Nine Weeks Community involvement and support Parent Attendance (per calendar event) Parent Surveys More efficient and specific use of school calendar so staff can be better informed. Remind 101, callouts and bilingual messages to communicate opportunities for volunteering. Paper communication to parents given to classrooms day before they go out. Newsletters and social media at least once every 9 weeks.				
				Funding Sources: 199 - General Fund PTA Donation - \$200.00, 211 - Title I Part A - \$3,000.00			
2) Continue district-wide JA program as defined by KISD/JA agreement.		KISD JA Staff JA SW Tx Staff Community Professionals C & I Staff Principal JA Liaison C & I Staff	JA Annual Report of activities/participation Lesson Plans as scheduled in Eduphoria				
3) (Title III) Promote parental language instruction educational programs for the parents of ELL students at the District Parent Centers as well as through the Wellness for Growth program offered at BCE in the fall of 2016.	2, 4, 6, 10	Department of Other Languages Principal Asst. Principals ELL Teachers	Sign-In Sheets & Attendance Reports Parent evaluation or survey Flyers, Agendas Minutes, Parent Comments per meeting Brochures				
Funding Sources: 263 - Title III LEP - \$0.00, 211 - Title I Part A - \$162.00							

<p>4) The CAT, teachers, administrators, other staff members and parents will collaborate and coordinate planning efforts and implementation of staff development to build ties between parents and school.</p>	<p>6, 10</p>	<p>Principal Assistant Principal CAT Instructional Leadership Team Department of Curriculum & Instruction Department of Federal Programs & External Funding</p>	<p>Training evaluation Parent evaluation or survey Agendas Sign-In Sheets Minutes per planning meeting</p>				
<p>Funding Sources: 211 - Title I Part A - \$150.00, 199 - General Fund - \$100.00</p>							
<p>5) PK/K and 5/6 teachers will collaborate concerning students transitioning from PK to K and 5th to 6th including sharing assessment results, student work, permanent record folders, and anecdotal notes. Campuses will share strategies with parents to assist with the transition from PK to K and 5th to 6th as well as provide multiple opportunities for parents to be involved; also includes an annual kindergarten orientation. District offers PK/K Summer Program to identified students in ESL/Bilingual (belongs in all campuses).</p>	<p>7</p>	<p>Principal AP Pre K and Kinder teachers Counselors Department of Federal Programs & External Funding Department of Other Languages</p>	<p>Evaluation of transition strategies/progress PK Registration PK, K data Parent Evaluations Spring Update Website Summer PK/K enrollment ISIP Reports Information disseminated concerning PK/K summer program for identified ESL/Bilingual students Meeting with 5th and 6th grade teachers</p>				
<p>6) Hold an annual meeting to share Title I information, school report card, standards and goals, and information on how parents can help support student achievement. Increase parent attendance at Title I events by offering a flexible number of meetings in a variety of settings, dates and times.</p>	<p>6</p>	<p>Principal AP Title I Contact Federal Programs Staff</p>	<p>Parent evaluation or survey Flyers, Agendas, Sign- ins per meeting Minutes, Parent Comments per meeting Record # of parents attending</p>				

<p>7) Campuses in collaboration with parents will develop, review and/or revise both the Home/School Compact and Parental Involvement Policy, share the compact and policy with all parents, and document how those items were shared with parents.</p>	<p>6</p>	<p>Principal Parental Involvement Comm. CAT members Title I Contact Federal Programs Staff</p>	<p>Parent Compact Parental Involvement Policy Parent Survey Flyers, Agendas, Sign- ins per meeting Minutes, Parent Comments per meeting</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

Performance Objective 2: Identify and implement increased opportunities to share information and gather input from parents and community members which result in an increase in opportunities over 2015-16.

Evaluation Data Source(s) 2: Parent/community surveys and lists of new information-sharing activities.

Summative Evaluation 2:

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

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

Performance Objective 3: Increase the number of volunteer hours by 4% during 2016-17

Evaluation Data Source(s) 3: PIE data on volunteer hours as compared with last year's data

Summative Evaluation 3:

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

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

Performance Objective 4: Increase strategies to engage the community as an audience for student performances and events

Evaluation Data Source(s) 4: Analysis of community attendance and advertising strategies for student performances and events

Summative Evaluation 4:





Goal 4: Effective and Efficient Operations:




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








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

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

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) We will continue to grow and develop the leadership capacity of our staff to meet the considerable academic, behavioral, social and emotional needs of our Title I campus.	2, 3, 4, 5	Principal Assistant Principal Instructional Coaches Counselor District Personnel Training facilitators Teachers Administration Instructional Coaches Title I Teachers	Bi-monthly meetings Ad hoc meetings Efficiently run campus Title I Binder Title I Inventory Allocation of Funds Staff Surveys Parent Surveys				
				Funding Sources: 199 - General Fund PTA Donation - \$0.00			
2) Complete overhaul of campus comprehensive master schedule to include all aspects of the school day and maximize instructional time.	2, 3, 4, 5	Principal Assistant Principal Instructional Coaches Counselor District Personnel Training facilitators Teachers Administration Instructional Coaches Title I Teachers	Master schedule and all other schedules created.				

<p>3) Purchase additional technology and encourage the students and teachers to use Chromebooks, IPADS, translation devices, printers, etc. All teachers provided with Chromebooks, iPads, through BCE grant application process, will be provided with training to learn how to engage digital learners and utilize best practices with iPads and Chromebooks on a daily basis. Teachers will have the opportunity to download free as well as paid for apps through district guidelines.</p>	<p>2, 4, 10</p>	<p>Administration Student Council Instructional Coaches District Administration Librarian District Teachers Classroom teachers Classroom Technology Designer District Trainers</p>	<p>Improved communication Improved attendance at functions. Lesson Plans Observations Walkthroughs Student Products Training Agendas Student grades and participation, DLAs, Common Assessments STAAR HMH, Math Inventory, Mclass ISIP, F & P Improved time- management and time on task for students. Less discipline referrals and improved student achievement.</p>				
<p>Funding Sources: 211 - Title I Part A - \$41,500.00, 199 - General Fund - \$3,500.00</p>							
<p>4) (Technology: PEIMS Data) Submit error-free PEIMS data to TEA by monitoring and validating accuracy of PEIMS data reporting through designating a campus PEIMS Administrator to coordinate PEIMS data submission/input/verification and perform other related duties: edits, reports, verification checks, PEIMS Audit Box</p>		<p>Technology Dept. Campus ADA Campus Registrar Campus Teachers Principal Assistant Principal Campus PEIMS Administrator</p>	<p>Submission error-free Technology Dept. Campus ADA Campus Registrar Campus Teachers Principal Assistant Principal Campus PEIMS Administrator each six weeks</p>				
<p>5) (Technology: Printing) Increase use of Katy ISD Print Shop resources for printing and copying by reducing use of campus printing to minimize waste/use of paper and resources through designating staff responsible for coordinating, approving, and submitting printing orders in a timely manner</p>	<p>10</p>	<p>Technology/Printing Depts. Principals Dept. Heads Financial Clerks Designated/Selected staff printing coordinators Staff members</p>	<p>End-of-year reduction in number of copies made on convenience copiers Reduction in number of copies made per semester Increase in number of timelysubmitted orders sent to district print shop per semester</p>				
<p>Funding Sources: 211 - Title I Part A - \$1,500.00, 199 - General Fund - \$200.00</p>							

<p>6) (Technology) Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology tools relevant to the digital learner.</p>	4	<p>Technology Division Teaching & Learning Division Principals Instructional Leadership Team Instructional Coaches Classroom Technology Designers</p>	<p>End-of-year Identified curricular changes made in ForeThought to facilitate technology integration Defined Instructional strategies in facilitating technology integration Specific lesson plans in ForeThought utilizing technology integration aligned to TEKS and STARR Bright Bytes Survey Attendance of iCamp Connected Learner Initiative Digital Star Teacher Recognition</p>				
<p>Funding Sources: 211 - Title I Part A - \$7,000.00</p>							
<p>7) (Energy Conservation) Energy conservation guidelines and communications will be implemented campus-wide Institute student awareness energy conservation program, such as WATT Watchers Establish campus energy liaison</p>		<p>Teachers Watt Watchers Utility conservation manager Building reservations reports Principal Administrative Asst. Administrative Team Campus appointed Energy Liaison Building custodians</p>	<p>Annual Usage/Cost Report (per square foot) School Dude Utility Report Quarterly Usage Reports</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Effective and Efficient Operations:

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

Performance Objective 2: Work more efficiently by collaborating among all departments through the use and implementation of operating procedures to strengthen a service-oriented culture for our growing district.

Evaluation Data Source(s) 2: Completed set of operating procedures

Summative Evaluation 2:

Goal 4: Effective and Efficient Operations:

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

Performance Objective 3: Provide the best service possible within the resources available.

Evaluation Data Source(s) 3: Adopted budget

Summative Evaluation 3:


Goal 4: Effective and Efficient Operations:







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

Performance Objective 4: Recruit, hire and retain high quality staff and embed quality professional learning to build individual capacity and effectiveness.

Evaluation Data Source(s) 4: Retention records, recruiting records and professional development records

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide support and Title I loan forgiveness information to teachers in order to retain highly qualified, certified teachers and continue to ensure all teachers are certified in the content areas which they teach; all paraeducators are also highly qualified by meeting the Parapro and college hour requirements.	5	Principal Administrative Team Leadership Team Team Leader Council	Low percentage of turnover High teacher retention rates SHARE group for 1st and 2nd year teachers Colleague Buddies so that every staff member has a "go-to" buddy				

2) Employ Title I teachers to support math, reading and science in order to provide intervention and quality instruction for all students.	5	Principal Administrative Team Leadership Team Student Support Team					
Funding Sources: 211 - Title I Part A - \$182,130.13							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Organizational Improvement:







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

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

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

Summative Evaluation 1:

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

4) Increased support, collaboration, coordination, and professional development between academic support team, including Title I teachers, and general education teachers utilizing various fund sources such as Title I and special project funds.	10	Administration Instructional Coaches Teachers	Cougar Academy Schedules RtI Collaboratives AWARE RtI Google Calendar Leveling Up Data Common Assessments DLA Data STAAR results TELPAS				
Funding Sources: 199 - General Fund - \$0.00, 211 - Title I Part A - \$0.00							
5) (New Teachers) Support new teachers to Katy ISD to become ESL certified within 2 years of employment	3	Principal Asst. Principal Department of Other Languages	End-of-year Human Resources reports/rosters Sign-in Sheets - per calendar trainings Training Manual distribution - per trainings SBEC records - per filing Teacher contracts - per filing				
6) (New Teachers) Support new teachers with ongoing professional development sessions and mentor support	3	Principal Asst. Prin. Department of Professional Learning Mentor Teachers Team Leaders/Campus Department Chairs Instructional Coaches	Mentor/Mentee Surveys and/or Reflections Team Meeting Minutes - per meeting Campus Mentor Log - weekly Campus meeting minutes - monthly District Mentor/Mentee Calendar - Fall/Spring Agendas Sign-In Sheets				
7) Recruit and retain highly qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the Website and by participating in job fairs	5	School Improv. Spec. Prof. Learning Dept. Principal Assist. Prin. Instructional Leadership Team Instructional Coaches Team Leaders/Department Chairs Technology Team Classroom Teachers	Applications submitted Personnel Roster Job Fairs-Spring Update Website- Fall/Spring				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 5: Organizational Improvement:

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

Performance Objective 2: Develop and implement data portals which allow users to easily access a variety of data sets to assist in the decision making process.

Evaluation Data Source(s) 2: Portals available, trainings offered/number of attendees, user surveys.

Summative Evaluation 2:

State System Safeguard Strategies

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

Federal System Safeguard Strategies

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

State Compensatory

Budget for Bear Creek Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
211-13-6119-800-106-30-804-2117	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$182,130.13
6100 Subtotal:		\$182,130.13
6200 Professional and Contracted Services		
211-13-6299-800-106-30-804-2117	6299 Miscellaneous Contracted Services	\$0.00
6200 Subtotal:		\$0.00
6300 Supplies and Services		
211-11-6399-800-106-30-804-2117	6399 General Supplies	\$49,000.00
211-13-6399-800-106-30-804-2117	6399 General Supplies	\$31,000.00
211-61-6399-800-106-30-804-2117	6399 General Supplies	\$3,312.23
6300 Subtotal:		\$83,312.23
6400 Other Operating Costs		
211-23-6400-800-106-30-804-2117	6499 Miscellaneous Operating Costs	\$2,550.00
6400 Subtotal:		\$2,550.00

Personnel for Bear Creek Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angie Hague-Fuqua	Teacher	Title I	1
Colleen Dominquez	Teacher	Title I	1
Donica Perez	Teacher	Academic Support	1
Karen Baker	Teacher	Academic Support	1
Lillian Suchoff	Teacher	Title I	1
Maritza Herrera	Teacher	Academic Support	1

Title I

Schoolwide Program Plan

Bear Creek Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 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 provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Bear Creek Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with teacher leaders and others. Root causes were identified, written as needs and reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

2: Schoolwide Reform Strategies

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

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

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

3: Instruction by highly qualified professional teachers

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

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

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

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

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

5: Strategies to attract highly qualified teachers

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

6: Strategies to increase parental involvement

The composition of our CAT, PTA and VIPS are varied and as we make plans for parental involvement, we bring our ideas to these parent teams for

feedback. These parent teams have been charged to think about how the ideas/activities/projects impact their busy home lives and then they provide their opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation.

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

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

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

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

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

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

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

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angie Hague-Fuqua	Teacher	Title I	1
Colleen Dominquez	Teacher	Title I	1
Lillian Suchoff	Teacher	Title I	1

Campus Advisory Team

Committee Role	Name	Position
Administrator	Dr. Lorena	Principal
Administrator	Brittney Merz	Assistant Principal
Administrator	Michael Schwartz	Assistant Principal
Classroom Teacher	Ana Alvarez	Teacher
Classroom Teacher	Jessica Champion	Teacher
Classroom Teacher	Dee Medrano	Teacher
Classroom Teacher	Brenda Meza	Teacher
Community Representative	Becky French	Community Representative
Community Representative	Cheryl Goodart	Community Representative
Community Representative	David Hornor	Community Representative
District-level Professional	Carmen Nguyen	Bilingual Coordinator
Non-classroom Professional	Kimberly Ottosen	Math/Science Instructional Coach
Parent	Grace Carringer	Parent
Parent	Montserrat Espinoza	Parent
Parent	Jennifer Valencia	Parent

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1	Science materials		\$4,000.00
1	3	1	Literacy materials; professional development; technology resources		\$3,000.00
1	3	3	Book Mobile resources; Camp Read-A-Lot resources; literacy resources; professional development		\$1,000.00
1	5	1	Social studies resources and materials including professional development and technology		\$1,000.00
3	1	4	Professional development		\$100.00
4	1	3	Chromebooks, iPads, Professional Development, applications		\$3,500.00
4	1	5	Print shop orders; DSF and Smart Store		\$200.00
5	1	4			\$0.00
Sub-Total					\$12,800.00
199 - General Fund PTA Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Book Mobile resources; Camp Read-A-Lot resources; literacy resources; professional development		\$500.00
1	4	1	Writing resources; professional development; Chromebooks; iPads		\$9,000.00
2	2	1	Volunteer luncheon and appreciation materials; staff appreciation incentives; student rewards for Principals' Pride and Bringing up Grades		\$500.00
3	1	1	Food; speakers; Beautify Bear Creek materials; STEAM Night materials; family engagement activities/events resources		\$200.00
4	1	1			\$0.00
Sub-Total					\$10,200.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

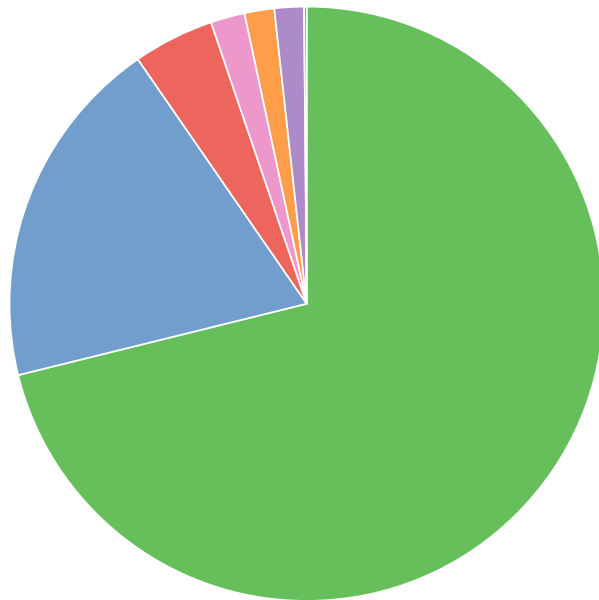
1	1	1	Math Instructional materials, professional development, technology resources		\$10,050.00
1	2	1	Science materials		\$5,000.00
1	3	1	Literacy materials; professional development; technology resources		\$5,000.00
1	3	3	Book Mobile resources; Camp Read-A-Lot resources; literacy resources; professional development		\$1,000.00
1	4	1	Writing resources; professional development; Chromebooks; iPads		\$5,000.00
1	5	1	Social studies resources and materials including professional development and technology		\$2,500.00
2	1	1	TBSI Conference; PBIS Professional Development and resources; Love and Logic training; student and staff behavior incentives; book studies		\$2,500.00
2	2	1	Volunteer luncheon and appreciation materials; staff appreciation incentives; student rewards for Principals' Pride and Bringing up Grades		\$1,500.00
3	1	1	Food; speakers; Beautify Bear Creek materials; STEAM Night materials; family engagement activities/events resources	211-61-6399-800-106-30-804-2117	\$3,000.00
3	1	3	Wellness for Growth and Listo Materials		\$162.00
3	1	4	Professional development		\$150.00
4	1	3	Chromebooks, iPads, Professional Development, applications		\$41,500.00
4	1	5	Print shop orders; DSF and Smart Store		\$1,500.00
4	1	6	Professional Development and Conferences		\$7,000.00
4	4	2	High quality teachers; instructional materials	211-13-6119-800-106-30-804-2117	\$182,130.13
5	1	4			\$0.00
Sub-Total					\$267,992.13
263 - Title III LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Tutoring during the day; instructional classroom and intervention materials		\$5,000.00
3	1	3	Wellness for Growth and Listo Materials		\$0.00

	Sub-Total	\$5,000.00
	Grand Total	\$295,992.13

Addendums

Bear Creek Elementary

Student Profile



Student Statistics

Total Enrollment	749
At-Risk	72.6%
Low Income	67.3%
Limited English Proficient	53.1%
Special Education	10.5%
Career Technology Education	-
Bil/English as a Second Language	53.3%
Gifted/Talented	3.6%
Title I	100.0%
Attendance Rate (2013-14)	97.0%

' * ' indicates the number was masked by TEA. ' - ' indicates zero students.

Source: PEIMS snapshot demographic data for 2015-16. Attendance from 2014-15 TAPR.

Race/Ethnicity	#	%
Hispanic	533	71.2%
White	144	19.2%
Black or African American	33	4.4%
American Indian or Alaska Native	14	1.9%
Asian	12	1.6%
Two or More Races	12	1.6%
Other	1	0.1%

Other includes student groups whose counts were masked by TEA, where applicable.

TEXAS EDUCATION AGENCY
2016 Accountability Summary
 BEAR CREEK EL (101914106) - KATY ISD

Accountability Rating

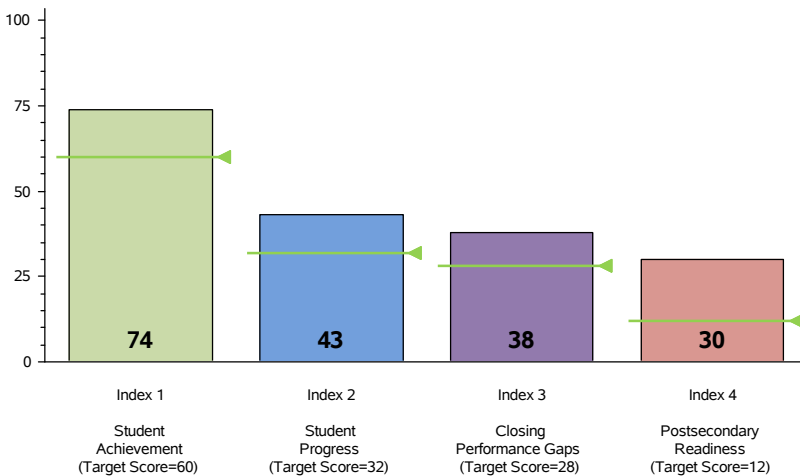
Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation

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

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	747 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	67.5
Percent English Language Learners	53.3
Mobility Rate	16.2

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	631	850	74
2 - Student Progress	425	1,000	43
3 - Closing Performance Gaps	608	1,600	38
4 - Postsecondary Readiness			
STAAR Score	29.7		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		30

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	16 out of 21 = 76%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
Total	28 out of 33 = 85%

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

Bear Creek Elementary - Math

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	346	250	72%	78	23%	28	8%	87%
Black/African American	18	13	72%	4	22%	2	11%	87%
Am Indian/Alaskan Native	4	*	*	*	*	*	*	*
Asian	4	*	*	*	*	*	*	*
Hispanic	236	162	69%	43	18%	10	4%	87%
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	*
White	80	67	84%	27	34%	15	19%	87%
Two or More Races	4	*	*	*	*	*	*	*
Economically Disadvantaged	227	153	67%	40	18%	11	5%	87%
Special Education	43	22	51%	4	9%	2	5%	87%
English Language Learner	157	98	62%	24	15%	6	4%	87%

Bear Creek Elementary - Reading

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	346	270	78%	120	35%	57	16%	87%
Black/African American	18	14	78%	7	39%	3	17%	87%
Am Indian/Alaskan Native	4	*	*	*	*	*	*	*
Asian	4	*	*	*	*	*	*	*
Hispanic	236	182	77%	75	32%	32	14%	87%
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	*
White	80	64	80%	35	44%	20	25%	87%
Two or More Races	4	*	*	*	*	*	*	*
Economically Disadvantaged	228	170	75%	67	29%	25	11%	87%
Special Education	43	20	47%	5	12%	2	5%	87%
English Language Learner	157	114	73%	43	27%	16	10%	87%

Bear Creek Elementary - Science

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	99	57	58%	17	17%	4	4%	65%
Black/African American	7	5	71%	1	14%	0	0%	78%
Am Indian/Alaskan Native	0	*	*	*	*	*	*	
Asian	2	*	*	*	*	*	*	
Hispanic	59	28	47%	6	10%	1	2%	60%
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	30	22	73%	9	30%	3	10%	80%
Two or More Races	1	*	*	*	*	*	*	
Economically Disadvantaged	66	35	53%	10	15%	1	2%	60%
Special Education	15	5	33%	1	7%	0	0%	60%
English Language Learner	35	12	34%	3	9%	0	0%	60%

Bear Creek Elementary - Writing

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	116	78	67%	36	31%	13	11%	72%
Black/African American	4	*	*	*	*	*	*	*
Am Indian/Alaskan Native	2	*	*	*	*	*	*	*
Asian	1	*	*	*	*	*	*	*
Hispanic	88	57	65%	22	25%	7	8%	70%
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	*
White	20	16	80%	13	65%	5	25%	80%
Two or More Races	1	*	*	*	*	*	*	*
Economically Disadvantaged	88	58	66%	23	26%	9	10%	70%
Special Education	13	3	23%	1	8%	0	0%	60%
English Language Learner	53	31	58%	9	17%	4	8%	60%