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 innovate best teaching and learning practices that grow the whole child.

Vision
Bear Creek Elementary, the heart of the Bear Creek community for 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.
# Table of Contents

Comprehensive Needs Assessment  .................................................................................................................. 4  
Demographics .................................................................................................................................................. 4  
Student Academic Achievement ....................................................................................................................... 11  
School Processes & Programs .......................................................................................................................... 18  
Perceptions .................................................................................................................................................... 22
Demographics

Demographics Summary

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

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

Hispanic- 73.16%

White-16.37%

Black or African American- 6.71%

Asian- 1.47%

American Indian or Alaska Native- 1.64%

Two or More Races- 0.65%
Total Enrollment - 611 students
At-Risk - 82.7%
Economically Disadvantaged - 87.9%
English Language Learners (LEP) - 50.7%
Special Education - 18.3%
Bilingual - 38.5%
English as a Second Language - 12.6%
Gifted/Talented - 1.5%
Title I Programs - 100.0%
Attendance Rate - 97.2%
Mobility Rate - 17.0%


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

Eight new teachers to BCE (2 first-year teachers) have joined the Bear Creek family this year. Each new teacher will attend monthly SHARE (Successful Hiring and Retention of Educators) meetings which are led by the various members of the leadership team. Throughout the year, new teachers will have the opportunity to visit classrooms throughout the building to acquire ideas, learn new strategies, ask questions and become familiarized with the campus. They also get in-depth information regarding grading practices, parent conferences, special education requirements and end of the year procedures. In the 2017-2018 school year, all teachers, including the new teachers attended content specific professional development, including 38 Great Academic Language Builders (Seidlitz) in August as a follow-up to 7 Steps to a Language-Rich Interactive Classroom and Interactive Word Walls with Dr. Julie Jackson in January. Additionally, all teachers worked with the leadership team to analyze data for the purpose of planning effective instruction. Throughout the year, the staff members will attend one staff meeting each month to receive professional development based on the needs identified in our campus improvement plan. These professional development meetings will be provided by teacher leaders, instructional coaches and administration.

At Bear Creek, we believe that teachers benefit greatly from visiting other classrooms throughout our campus. For this reason, we implement regular learning walks in which teachers visit their colleagues’ classrooms with a focus on a specific strategy in which they would like to implement. Teachers also
attend weekly "sacred" planning meetings to share ideas for lessons that will meet the needs of our diverse student population. Instructional coaches lead content collaborative meetings called PDR (Professional Development Rotation) each week on a rotational basis to train teachers on instructional strategies, assist with data analysis, discuss professional literature and share ideas for effective instruction. It is important at Bear Creek Elementary to provide ongoing, very targeted, job-embedded professional learning.

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

This improvement plan focuses on the 2017-2018 school year; and the demographic information comes from information available as of June 2018. Student enrollment significantly decreased at Bear Creek Elementary during 2017-2018, contrasting from the previous three years. Current enrollment data shows that the Hispanic student group is the largest part of our population at 73.16%. The next two student groups are White at 16.37% and Black or African American- 6.71%.

Bear Creek Elementary doesn't have any identified students who are migrant. Attendance rates have steadily increased over the past 3 years as evidenced by the projected "A" rating for attendance on the TEA A-F Accountability rating system. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education. The campus is predominately a neighborhood school severely impacted by Hurricane Harvey with 87.9% economically disadvantaged families. There are only 2 bus routes serving the school. Bear Creek Elementary student groups include 1.5% Gifted and Talented, 12.6% English as a Second Language, 18.3% Special Education, and 50.7% Limited English Proficient. Additionally, 82.7% are identified as at-risk.

Bear Creek Elementary employs approximately 90 highly qualified teachers and paraprofessionals. We place a high priority in hiring great teachers, and actively pursue candidates through our district Job Fair, through personal connections, and through recruiting trips to local universities. We support every teacher new to BCE with a go-to buddy colleague, whether or not they are new to teaching. New hires attend two days of district level training in August, and we provide campus-based SHARE (Successful Hiring and Retention of Educators) training with our Instructional Coaches, as well. All teachers who are new to BCE participate in a monthly SHARE (Successful Hiring and Retention of Educators) group. These mentoring sessions are led by our Leadership Team, and cover a variety of topics, such as effective instructional strategies, parent conferences, classroom management techniques, and practical information, like entering grades. With one on one go-to buddies assigned to every new staff member, we provide ongoing, very targeted, job-embedded professional learning. As of May 2018, 100% of our teachers have ESL certification. We strive for maintaining a 100% rate of ESL certification among staff, as our student population is becoming increasingly LEP each year. Bear Creek Elementary hired approximately 7 new staff members for the 2017-2018 academic year. One reason for this number is due to a new Katy ISD elementary schools opening. Another reason that contributes to this high number is that Bear Creek Elementary is known for training teachers very well and then due to the location of the school in the northeast part of the school district, teachers want to transfer to schools closer to their homes in the city of Katy. It was important for the Bear Creek Administrative team to evaluate current practices, especially in the hiring of new staff based on their attitudes. As the year progressed, BCE Admin has looked at the following factors to increase retention:

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

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

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

As a result of those conversations and implementation of more leadership opportunities, recognition, and use of skills, BCE is slated to hire 7 new staff members for the 2018-2019 academic year. For the 2018-2019 school year, we lost 2.5 teaching units this school year due to decreased enrollment. A plan for monitoring our retention strategy during the upcoming year will help admin identify trends and root causes, as well as, take necessary action.

Bear Creek Elementary employees approximately 90 staff that includes admin, teachers, instructional support, and paraprofessionals. As of May 2018, BCE had a total number of 1,283.36 absences for staff. This averages to approximately 7.2 absences on campus each day for the 2017-2018 academic year. Absence reasons included: Personal Illness, Family Illness, and Personal Business. Absenteeism is a workplace problem. There are serious human capital risks when teachers and paraprofessionals do not show up for work when scheduled. The reason is very simple. Staff (teachers and paraprofessionals) can only contribute in meaningful ways to the achievement of the school’s goals and objectives when they are available to work. Absenteeism negates the goal of improvement. Excessive teacher absenteeism negatively impacts student academic achievement. Student learning is disrupted when a teacher is consistently absent from the classroom.

Demographics Strengths

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

1. Many families move into our area just for the schools. Because our families value education, we have increasing numbers of parents (moms, dad, aunts, uncles, grandparents) who are committed to student success.
2. With the increasing diversity among our student population, BCE becomes more and more reflective of society as a whole. With a diverse student population, our students develop life-long skills and an ability to collaborate with peers of all backgrounds. We believe we are equipping young learners to collaborate with all kinds of people. We find that Bear Creek Elementary students are very accepting of new students regardless of race or ethnicity.
3. Our attendance rate is consistently higher than 97%. Families at Bear Creek value student success and understand that attendance is crucial to student success.
4. Students who are withdrawn from BCE are typically moving to our neighboring district. A trend that we noted last year was that after being displaced all over the city of Houston after the flood waters of Harvey, many families stayed where they were and moved out of the neighborhood.

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

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

Some of the most notable enrichment strengths include:

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

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

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

Some of the most notable parental involvement strengths include:

*Parent Reading Seminars, Literacy Night, Back to School Curriculum Night for Parents, Family Fitness and Color Run, STEAM (Science, Technology, Engineering, Arts, and Mathematics) Night, Open House and more.

*Parent communication is enhanced through the monthly parent calendar, Blackboard Messenger, Remind messages, marquee messages, school memos, and PTA fliers.

*In coordination with the KISD Partners in Education office, Bear Creek is able to offer strong Volunteers in Public Schools (VIPS), Business Partners in Education (PIE), Junior Achievement (JA) and KEYS ("Keep Empowering Youth towards Success") Mentoring Program, Sister Schools with Hayes Elementary, and Watch D.O.G.S. (Dads of Great Students).
Some of the most notable student recognition strengths include:

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

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

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

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

What Students Say About Bear Creek Elementary

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

Some of the most notable staff strengths include:

- Bear Creek Elementary staff values professional development and seeks opportunities to participate in staff development outside of what the district requires.
- 100% of the certified staff and 100% of the paraprofessional staff have participated in multiple professional development opportunities during this past school year.
100% of the BCE staff is certified in teaching students with English as a Second Language.
The technology staff development opportunities have helped the staff become more competent and effective with the use of technology in the classroom.
The latest TAPR indicates that the average number of years of experience of Bear Creek Elementary teachers is 13.6 which is slightly more than the district (11.4) and state (10.9) average number of years of experience.
The percentage of beginning teachers (3.9%) is less than the district (5.8%) and state (7.8%).
Teachers with 1-5 years of experience (23.2%) is less than the district (26.1%) and state (28.0%).
The percentage of teachers with 6-10 years of experience (17.3%) is less than the district (23.3%) and state (20.9%).
Teachers with 11-20 years of experience (37.7%) is more than the district (29.5%) and state (27.8%).
Those teachers with over 20 years of experience (17.9%) is more than the district (15.4%) and state (15.5%).
The TAPR also confirms that the number of teachers who hold masters degrees (27.1%) is higher than the state (23.6%) and the district (24.9%).
Our campus is staffed with an academic support team of 8.5 teachers and three paraprofessionals. This team serves a diverse group of students who need Tier II and Tier III intervention and support.
Grade level Professional Development Rotations (PDRs) and "Sacred" planning sessions facilitated by our Instructional Coaches strengthen instruction through the alignment of the curriculum, lesson planning and the pacing/long-range planning calendar.
Our Classroom Technology Designer provides technology staff development opportunities that help the staff become more competent and effective with the use of technology in the classroom.
Our high-quality, talented teachers and staff set academic and personal goals at the start of the year, and they meet with the administration team at the beginning, middle and end of the year to discuss their progress over the course of the school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 82.7% of Bear Creek's student population are considered at-risk. Root Cause: Staff need additional resources and professional development to differentiate learning experiences for struggling students.

Problem Statement 2: We have 50.7% of our students who are Limited English Proficient. Root Cause: Staff needs professional development that focuses on building academic language and vocabulary.
Student Academic Achievement

Student Academic Achievement Summary

Many of the problems BCE faces in relation to student achievement relates to students’ lack of language development (among both monolingual and bilingual students). A high percentage of our children just have not yet developed their academic language, so this has been a major emphasis on our campus. The evidence shows a __________ progress in TELPAS.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Grade</td>
<td>83%</td>
<td>78%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Grade</td>
<td>56%</td>
<td>56%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Grade</td>
<td>61%</td>
<td>49%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>60%</td>
<td>67%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>79%</td>
<td>84%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A comparison of STAAR scores from the last couple of years at the Approaches level for All Students level shows that the 2018 scores increased in all areas. The largest increase was in Science, which increased by 16%. On the 2018 STAAR, the following scores for all grades show the percentage at the Approaches Grade Level Standard:

<table>
<thead>
<tr>
<th>All Grade Levels (Approaches)</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>78%</td>
<td>71%</td>
<td>79%</td>
</tr>
<tr>
<td>Math</td>
<td>72%</td>
<td>71%</td>
<td>79%</td>
</tr>
<tr>
<td>Writing</td>
<td>67%</td>
<td>52%</td>
<td>60%</td>
</tr>
<tr>
<td>Science</td>
<td>58%</td>
<td>68%</td>
<td>84%</td>
</tr>
</tbody>
</table>

The 2018 STAAR scores include the performance levels of Approaches, Meets, and Masters Grade Level Performance. The Approaches category indicates that students are likely to achieve success in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students have mastered all content and have a high probability of success in the next grade level.
### 2018 STAAR ALL Students

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>PERFORMANCE</th>
<th>MEETS Grade Level Performance</th>
<th>MASTERS Grade Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Reading</td>
<td>78%</td>
<td>41%</td>
<td>21%</td>
</tr>
<tr>
<td>4th Reading</td>
<td>70%</td>
<td>39%</td>
<td>20%</td>
</tr>
<tr>
<td>5th Reading</td>
<td>85%</td>
<td>43%</td>
<td>14%</td>
</tr>
<tr>
<td>3rd Math</td>
<td>67%</td>
<td>31%</td>
<td>16%</td>
</tr>
<tr>
<td>4th Math</td>
<td>75%</td>
<td>35%</td>
<td>14%</td>
</tr>
<tr>
<td>5th Math</td>
<td>92%</td>
<td>42%</td>
<td>10%</td>
</tr>
<tr>
<td>4th Writing</td>
<td>58%</td>
<td>27%</td>
<td>6%</td>
</tr>
<tr>
<td>5th Science</td>
<td>84%</td>
<td>25%</td>
<td>14%</td>
</tr>
</tbody>
</table>

### READING

Looking deeper at the comparison between STAAR reading 2018 and 2017 for all grade levels and achievement levels revealed the following:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>STAAR Reading (Approaches)</th>
<th>STAAR Reading (Meets)</th>
<th>STAAR Reading (Masters)</th>
<th>STAAR Reading (Made Any Progress)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade</td>
<td>67% 80%</td>
<td>41% 41%</td>
<td>25% 21%</td>
<td>N/A  N/A</td>
</tr>
<tr>
<td>4th Grade</td>
<td>66% 69%</td>
<td>34% 39%</td>
<td>17% 20%</td>
<td>40% 60%</td>
</tr>
<tr>
<td>5th Grade</td>
<td>83% 85%</td>
<td>44% 43%</td>
<td>20% 15%</td>
<td>68% 75%</td>
</tr>
</tbody>
</table>

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

- Economically disadvantaged students in 3rd grade made 23% increase (57% to 80%), 4th grade from 58% to 71% for a 13% increase and in 5th
increased by 5% from 80% to 85% scoring approaches with an overall increase from 65% to 78% (13%)
- Special Education scores for approaches show only a 3% increase overall in all grades and yet a 18% increase in the percentage of students who made progress (52% to 70%). Only 75% of Special Education students made progress in 5th grade, a decrease in 15% from the previous year when 90% of students eligible for Special Education services made progress in 5th grade with an overall increase from 40% to 43% (3%).
- LEP students scored 74% approaches (from 59%) in 3rd grade, 53% (from 49%) in 4th grade, and 64%’s (from 62%) in 5th grade with an overall increase from 65% to 78% (13%) with an overall increase from 54% to 66% (12%).
- English Learners (EL’s) had an overall increase of 16% from 35% to 51%, with an increase from 44% to 69% (25%) in 3rd grade, 7% increase in 4th grade (22% to 29%), and 33% to 43% (10% increase).
- Overall Bilingual students made a 12% increase from 61% to 73% with 3rd grade increasing from 64% to 76% (12%), 4th grade increasing from 57% to 61% (4%) and 5th grade from 71% to 76% (5%).
- 100% of Gifted/Talented students scored Approaches and Meets, yet only 67% scored at a Masters level. The Masters level dropped by 8%.
- Hispanic students in 3rd grade increased at the approaches level, but declined at the meets and masters levels. Hispanic students in 4th grade declined at the approaches level, increased at the meets level and stayed the same at the masters level. In 5th grade, Hispanic students increased at the approaches and meets levels, but declined at the masters level.
- The percentage of students making progress increased in every grade level and there was a 16% increase overall (from 53% to 69%).

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

**MATH**

Looking deeper at the comparison between STAAR math 2018 and 2017 for all grade levels and achievement levels revealed the following:

<table>
<thead>
<tr>
<th>STAAR Math (Approaches)</th>
<th>STAAR 4th (Meets)</th>
<th>STAAR Math (Masters)</th>
<th>STAAR Math (Made Any Progress)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>69% 68%</td>
<td>44% 32%</td>
<td>19% 16%</td>
<td>N/A N/A</td>
</tr>
<tr>
<td>4th Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66% 75%</td>
<td>32% 35%</td>
<td>15% 16%</td>
<td>47% 79%</td>
</tr>
<tr>
<td>5th Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>81% 92%</td>
<td>42% 44%</td>
<td>15% 11%</td>
<td>79% 80%</td>
</tr>
</tbody>
</table>
An analysis of scores for each student group at all grade levels in math revealed the following:

- Economically disadvantaged students in 3rd, 4th, and 5th increased in approaches grade level (2%, 16%, 16% respectively) with the smallest increase in 3rd grade at 2%. Overall, math approaches levels increased from 66% to 77% (11% increase).
- Special Education scores for 3rd grade show students significantly increased in the approaches level (19%), but declined in both the meets (9%) and masters (1%) levels. 4th grade also declined at the approaches level with a 2% decline and in the meets level ratings. Only 50% of Special Educations students showed progress in 4th grade.
- All grade levels showed increases in the percentage of Economically Disadvantaged students at all three levels except for 3rd grade meets where there was a 10% drop from 37% to 27%.
- 100% of all GT students met approaches levels, but declined at the meets level from 100% to 89% and increased at the masters levels from 63% to 67%. The percentage of GT 4th graders making progress decreased by 17% from 67% to 50%.
- Hispanic students scoring at the approaches level increased in all three grade levels (13%, 15%, 12%, respectively), but decreased at the meets levels in both 3rd grade (42% to 27%; 15%) and 4th grade (31% to 27%; 4%), yet increased by 8% in 5th grade, 37% to 45%.
- All subpopulations made progress except for Special Education in 4th (44% to 36%), an 8% decline and in 5th 91% to 90% (a 1% decline). The number of Hispanic students making progress remained the same at 42% in 4th grade.

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

**WRITING**

Looking deeper at the comparison between STAAR writing 2018 and 2017 and achievement levels revealed the following:

<table>
<thead>
<tr>
<th>STAAR Writing (Approaches)</th>
<th>STAAR Writing (Meets)</th>
<th>STAAR Writing (Masters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade</td>
<td>52% 60%</td>
<td>13% 36%</td>
</tr>
</tbody>
</table>

An analysis of scores for each student group in writing revealed the following:
GT students show a 50% increase in students scoring at the meets level, but a 25% decline in students scoring at the masters level.

White students jumped 54% at the approaches level (38% to 92%) and 69% at the meets level (8% to 77%), but decreased at the master’s level by 11% (31% to 20%).

Hispanic students increased at both the approaches (9%) and meets (13%) levels, but decreased by 1% at the master’s level.

Economically disadvantaged students increased by 11%, but LEP students (17%), ESL students (4%), and Bilingual students (12%) decreased at the approaches level.

No special education students scored at the meets level and 1 student in special education scored at the masters level.

1 student scored an 8 on the composition portion of the writing and only 3 students scored a 7; 8 students scored a 6, 14 scored a 5, 29 scored a 4, 11 scored a 3, 5 scored a 2 and 2 scored a 0.

SCIENCE

Looking deeper at the comparison between STAAR science 2018 and 2017 and achievement levels revealed the following:

<table>
<thead>
<tr>
<th>STAAR Science (Approaches)</th>
<th>STAAR Science (Meets)</th>
<th>STAAR Science (Masters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>2018</td>
<td>2017</td>
</tr>
<tr>
<td>5th Grade</td>
<td>69%</td>
<td>83%</td>
</tr>
</tbody>
</table>

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

- All students in all subpopulations groups increased their science achievement.
- 100% of all GT students scoring at the master’s level.

Bear Creek Elementary met __ of the ___State System Safeguards, which means meeting or exceeding the target of 60%.

With federal target rates of 91%, BCE missed the following federal system safeguard levels: ______________________
**Student Academic Achievement Strengths**

Strengths:

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

**READING**

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

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

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

**MATH**

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

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

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

Performance levels in 5<sup>th</sup> grade increased by 11% in approaches and 2% in meets.

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

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

**WRITING**

The overall percentage of all students scoring at the meets grade level doubled from 13% to 36%.
Economically disadvantaged students increased by 11% at the approaches level, 26% at the meets level and 7% at the master’s grade level.

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

**SCIENCE**

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

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

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

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

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

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

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1**: 2018 STAAR data reveals that Special Education students score significantly below most other student subpopulations in 3rd, 4th, and 5th grades in all subject areas. **Root Cause**: There is a need for more effective and consistent collaboration between special education and general education teachers.

**Problem Statement 2**: STAAR 2018 data indicates that 4th Grade Writing performance needs to increase. 47 out of 73 scored a 4 or less. **Root Cause**: Students are not effectively able to elaborate and lack voice and craft in their writing. Teachers need training in effective writing instruction and conferencing across the curriculum.

**Problem Statement 3**: The number of students scoring at Meets and Masters Grade Level performance in reading, writing, math, and science needs to increase and all students need to make academic progress. **Root Cause**: Teachers lack training in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science.
School Processes & Programs

School Processes & Programs Summary

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

Data has shown that after school tutoring has not been effective, so a multi-tiered instructional approach that provides instructional and/or behavioral intervention during the school day through Cougar Academy is in place. Our data reflected aids in determining what professional development will be provided and where the focus of instruction will be. Communications has become more streamlined between admin, faculty, parent/students. Paws for Planning (extended 1/2 day of planning) was revamped for the 2017-2018 school year as it has gained more support and has been extended to include PreK. Therefore, for the 2018-2019 school year, long range planning will be a full day for each grade level. All decisions regarding professional development, programs and practices are based upon the needs identified in this improvement plan.

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

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

As part of the Katy ISD systems, Bear Creek Elementary is truly fortunate in that the school has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, Apple TVs/Mirror360, Smartboards, document cameras, Chromebooks, and laptops/netbooks. Wireless access points have been installed all over the building. There are both primary and intermediate computer labs with 25 computers each. The labs are used for a variety of teaching and learning programs. Additionally, there are several computers in the library where teachers and students use to search for books, research projects, and other educational projects. Students are encouraged to use a variety of programs and apps using iPads, Chromebooks and computers such as: IStation, DreamBox, padlet, edurecation, piccollage, Aurasma, plickers, google drive to create and display assignments and projects. We were the first campus in our district to have a SmartBoard in each classroom and when we had our technology retrofit in March of 2017, we became 1:1 with ipad and Chromebook access. We have had three teams of Connected Learners this year immersing themselves in the SAMR Model, two Canvas Teacher Leaders and several staff members who presented at TCEA (Texas Computer Educator Association) conference in the spring of 2017. The majority of the teachers are accustomed to integrating use of SmartBoard technology including document camera and Apple TV or Mirror360 into their daily activities and lessons.

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

School Processes & Programs Strengths

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

Bear Creek Elementary's teachers have generated roadmaps that target specific TEKS for instruction as analyzed by heat maps and then creating common assessments around those. Teachers meet quarterly for long-range planning and twice a week for Sacred Planning, meet every other week for Professional Development Rotation PDR), and every three weeks for PLC data digs, all of which are content-focused professional development opportunities. Vertical planning also occurs quarterly in Content Focus Groups with each team represented. Campus staff development opportunities include weekly Tuesday Topics sessions presented by staff and monthly instructional staff, PBIS, Focus Group and TLC meetings. In addition to campus and district training, teachers are able to also attend outside district professional development as needed. We have been able to used Title I, Title III and Special Projects to fund during the day teacher tutoring to provide additional small group, differentiated instruction during Success Time/ELT (Extended Learning time). Teachers participate in various book studies throughout the year.
Specifically to content, teachers have implemented problem solving strategies to strengthen conceptual understanding of math concepts. Intervention has been used to target science curriculum for fifth grade students once a week. Every teacher has access to an iPad or Chromebook for individual use of instructional material and school related business. Most teachers report that access to technology has increased their skill level and confidence in the ability to use technology. All classrooms are equipped with computers, iPads and/or Chromebooks with internet access, Apple TVs or Mirror360, a SmartBoard, and a document camera in keeping with current technology. This 1:1 technology is being integrated into instruction daily. Teachers receive extensive training on how to integrate technology (with iPads or Chromebooks and the SMART board) into their instruction from our Classroom Technology Designer. Two full computer labs are also available for students with additional computers in the library.

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

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

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

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

**Problem Statement 1:** Teachers struggle to effectively implement the vast district curriculum through the unit plans. **Root Cause:** Teachers are not all adequately trained with the specific staff development necessary to gain a clear understanding of each subject area content. This is especially true in the implementation of math, science, balanced literacy, and ESL & special education collaborative instructional strategies.

**Problem Statement 2:** Bright Bytes data suggests that teachers do not fully understand the four Cs (communication, collaboration, creativity, critical
thinking), resulting in lack of student mastery of online skills. **Root Cause:** Teachers need updated and refresher professional development regarding emerging technology and applications to improve and enhance skills and comfort levels for using the new and ever-changing hardware and software.
Perceptions

Perceptions Summary

One of the core beliefs at Bear Creek Elementary is that students, staff and community members thrive best in an environment that is fully immersed in positivity and clear expectations for every procedure. With this in mind, Bear Creek Elementary implements School-Wide Positive Behavioral Interventions and Supports. Positive Behavioral Interventions and Supports, or PBIS, is a school-wide discipline program with an emphasis on school-wide systems of support that include proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments.

Components of PBIS include:

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

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

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

P - Practice Responsibility
A - Act Respectfully
W - Work Hard
S - Stay Safe

The PBIS committee at Bear Creek consists of a representative or more from each grade level, the academic support team, specials team, and all leadership team members, including administrators. Upon initial implementation, the majority of the committee members attended the Texas Behavior Support Conference to receive professional development in the area of Positive Behavioral Interventions and Supports. The purpose of the PBIS committee is to collaborate with one another throughout the school year to ensure that PBIS is successfully implemented at Bear Creek. Each member is responsible for disseminating information from the meetings to their teams and other staff members. Committee members also serve as the PBIS experts at Bear Creek.

Significant positive progress has been made yearly regarding the reduction in discipline referrals and the increase in students’ knowledge of school wide expectations.

Additionally, staff members have made a significant shift from focusing on reacting to negative student behaviors to focusing on teaching appropriate behaviors and rewarding positive behaviors.

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

Our Sunshine Committee and administrative team provide events, treats, and food throughout the year to appreciate our hard-working staff. Weekly communication goes out to the staff with events, dates, and reminders. Administrators often encourage and appreciate staff verbally or with handwritten Post-it notes. Teacher Cougar Cash is used with our staff as incentives for going above and beyond and can be redeemed for prizes and incentives.

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

*Love and Logic strategies work well with ELL students.

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

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

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

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

English/Spanish information provided to all parents.

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 offsite English class, we have brought parent classes such as the Wellness for Growth Foundation and Listo! onto campus to provide English, computers, and other training for our Spanish-speaking parents.
Perceptions Strengths

As a school-wide PBIS campus, campus discipline data shows positive progress with the number of office discipline referrals being reduced from 353 throughout the 2013-2014 school year to 281 throughout the 2014-2015 school year to 187 during the 2015-2016 school year, 116 referrals during the 2016-2017 school year, and 90 during the 2017-2018 school year. This was the fifth full year for implementation of PBIS at Bear Creek Elementary. This demonstrates a significant decrease each year in discipline referrals, even when a couple of students have a large number of those referrals. Students are able to earn Cougar Cash to redeem for prizes as an incentives for meeting PAWSitive behavior expectations. Teachers are able to earn Teacher Cougar Cash to be used towards incentives for implementing PBIS. All classrooms, hallways, restrooms and common areas have PAWSitive behavior expectation posters in English and Spanish with the matrix of behavior expectations that are specific to each area. Students are regularly seen throughout the building displaying appropriate behavior aligned to the school-wide behavior expectations.

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

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

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

Our school is fortunate to have many technology applications available to students not only at school, but at home, including Raz-Kids, Learning A-Z, Dreambox, etc. We also have many enrichment opportunities available to our students as after school extracurricular activities, including Destination Imagination,
We err on the side of overcommunicating with our families through many forms of communication, including the website, newsletters, social media, marquee, calendars, Remind, Blackboard messages, etc. We listen to our students through our Student Council and Student Voices groups which meet monthly. We build capacity of our teachers from within through our Aspiring Leaders group. All of the above events involved the community, promoted positive community engagement, and encouraged parents to become involved in their children's education.

**Problem Statements Identifying Perceptions Needs**

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

**Problem Statement 2:** 26 out of 90 discipline referrals involved physical contact/creating a disruptive environment. **Root Cause:** There is a need to increase training of strategies to identify behavioral triggers and how to deescalate behavior.