

Katy Independent School District
Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Mission Statement

6YUF 7fYY_9Ya YbHfMj]g]cb`GHUHa Ybh
 6YUF 7fYY_9Ya YbHfMz hY` \YUfhcZ hY` 6YUF 7fYY_ Wta a i b]miZcf`Ua cghiZcfminYUfgz`Ya dck Yfg`Yb[U[YX`YUfbYfg`hc`fYUW`hY]f
 [fYUHyghidchYbh]U"

6YUF 7fYY_9Ya YbHfMA]gg]cb`GHUHa Ybh
 hY` 6YUF 7fYY_9Ya YbHfM DfcZYgg]cbU` @YUfb]b[`7ca a i b]mk]`dfcj]XY`U`gUZYz`dcg]hj`Y`YUfb]b[`Ybj]fcb a Ybh`h`Uh`Ybgj`fYg`Yj`Yfm
 W`X`UW`Yj`Yg`dYfgcbU`UMWXYa]Wgi`WVgg`hc`]bgd]fY`h`Ya`hc`VY`]ZY!`cb[`YUfbYfg`h`fci [\ `W`UVcfU]cb`UbX`Yb[U[Ya Ybhk]h`]bbcj`UH`
 VYgh`h`UW]b[`UbX`YUfb]b[`dfUM]Wg`h`Uh[fck`h`Y`k` \c`Y`W]X"

Campus Advisory Team Membership

Member's Name	Member's Representation	Member's Term Year	Member's Signature
Karen Baker	Certified Teaching	1st Year	
Debra Wheelis	Certified Teaching	1st Year	
Elizabeth Morgan	Certified Teaching	1st Year	
Rebecca Langley	Certified Teaching	1st Year	
Michael Schwartz	Certified Non-Teaching	1st Year	
Maria Gomez-Rocque	Certified Non-Teaching	1st Year	
Lorena Zertuche	Certified Non-Teaching	1st Year	
Polina Vig	Parent	1st Year	
Allison Hardman	Parent	2nd Year	
Kimberly Myers	Parent	2nd Year	
Jennifer Valencia	Parent	1st Year	
Jared Kenney	Business	2nd Year	
David Hornor	Business	2nd Year	
Becky French	Community	2nd Year	
Cheryl Goodhart	Community	1st Year	
Mitzi Jones	District Liaison	1st Year	

CIP Development Timeline and Meeting Dates

Timeline	Development
Campus Advisory Acceptance	September 18, 2014
CAT Meeting	October 9, 2014
CAT Meeting	January 22, 2015
CAT Meeting	March 19, 2015
CAT Meeting	May 14, 2015

Katy ISD 2013-2014 STAAR Performance Report

*results reflect 2013-2014 accountability snapshot date

Reading (Includes End of Course STAAR, STAAR Modified, and STAAR Alternate)	Total Students Tested	Level II Satisfactory Academic Performance (Phase-In)		Level II Satisfactory Academic Performance (Final)		Level III Advanced Academic Performance		2015 Goals
		#	%	#	%	#	%	%
All	306	252	82%	108	35%	48	16%	87%
African American	17	12	71%	6	35%	1	6%	83%
American Indian	7	7	100%	2	29%	1	14%	100%
Asian	7	6	86%	4	57%	3	43%	86%
Hispanic	198	154	78%	51	26%	19	10%	85%
Pacific Islander	0	-	-	-	-	-	-	%
White	74	70	95%	43	58%	23	31%	97%
Two or More Races	3	3	100%	2	67%	1	33%	100%
Economically Disadvantaged	217	175	81%	63	29%	26	12%	87%
Special Education	32	27	84%	13	41%	6	19%	85%
English Language Learner	121	86	71%	20	17%	6	5%	83%

Katy ISD 2013-2014 STAAR Performance Report

*results reflect 2013-2014 accountability snapshot date

Math <small>(Includes End of Course STAAR, STAAR Modified, and STAAR Alternate)</small>	Total Students Tested	Level II Satisfactory Academic Performance (Phase-In)		Level II Satisfactory Academic Performance (Final)		Level III Advanced Academic Performance		2015 Goals
		#	%	#	%	#	%	%
All	305	252	83%	99	32%	37	12%	88%
African American	17	14	82%	4	24%	0	0%	85%
American Indian	7	6	86%	1	14%	0	0%	88%
Asian	7	6	86%	4	57%	2	29%	88%
Hispanic	197	157	80%	50	25%	17	9%	85%
Pacific Islander	0	-	-	-	-	-	-	%
White	74	66	89%	39	53%	17	23%	93%
Two or More Races	3	3	100%	1	33%	1	33%	100%
Economically Disadvantaged	217	172	79%	61	28%	19	9%	83%
Special Education	32	25	78%	14	44%	4	13%	83%
English Language Learner	121	88	73%	26	21%	7	6%	83%

Katy ISD 2013-2014 STAAR Performance Report

*results reflect 2013-2014 accountability snapshot date

Writing (Includes End of Course STAAR, STAAR Modified, and STAAR Alternate)	Total Students Tested	Level II Satisfactory Academic Performance (Phase-In)		Level II Satisfactory Academic Performance (Final)		Level III Advanced Academic Performance		2015 Goals
		#	%	#	%	#	%	%
All	100	58	58%	26	26%	1	1%	70%
African American	9	5	56%	3	33%	0	0%	70%
American Indian	1	1	100%	0	0%	0	0%	100%
Asian	3	3	100%	2	67%	0	0%	100%
Hispanic	64	30	47%	12	19%	0	0%	70%
Pacific Islander	0	-	-	-	-	-	-	%
White	22	18	82%	8	36%	1	5%	87%
Two or More Races	1	1	100%	1	100%	0	0%	100%
Economically Disadvantaged	77	41	53%	19	25%	1	1%	70%
Special Education	6	3	50%	2	33%	0	0%	70%
English Language Learner	43	18	42%	7	16%	1	2%	70%

Katy ISD 2013-2014 STAAR Performance Report

*results reflect 2013-2014 accountability snapshot date

Science <small>(Includes End of Course STAAR, STAAR Modified, and STAAR Alternate)</small>	Total Students Tested	Level II Satisfactory Academic Performance (Phase-In)		Level II Satisfactory Academic Performance (Final)		Level III Advanced Academic Performance		2015 Goals
		#	%	#	%	#	%	%
All	105	77	73%	35	33%	11	10%	78%
African American	4	4	100%	3	75%	1	25%	100%
American Indian	4	1	25%	1	25%	0	0%	70%
Asian	2	2	100%	1	50%	1	50%	100%
Hispanic	72	50	69%	16	22%	5	7%	75%
Pacific Islander	0	-	-	-	-	-	-	%
White	22	19	86%	13	59%	4	18%	90%
Two or More Races	1	1	100%	1	100%	0	0%	100%
Economically Disadvantaged	70	45	64%	18	26%	5	7%	70%
Special Education	10	6	60%	4	40%	0	0%	70%
English Language Learner	35	20	57%	4	11%	1	3%	70%

Katy ISD 2013-2014 STAAR Performance Report

*results reflect 2013-2014 accountability snapshot date

Social Studies <small>(Includes End of Course STAAR, STAAR Modified, and STAAR Alternate)</small>	Total Students Tested	Level II Satisfactory Academic Performance (Phase-In)		Level II Satisfactory Academic Performance (Final)		Level III Advanced Academic Performance		2015 Goals
		#	%	#	%	#	%	%
All								
African American								
American Indian								
Asian								
Hispanic								
Pacific Islander								
White								
Two or More Races								
Economically Disadvantaged								
Special Education								
English Language Learner								

Needs Assessment

Summary of Current Strengths

CELEBRATE: What worked? (This worked because...?)

Student Growth and Success

```

{ (H\ : fUXY'K f]h]b[ 'C'ma d]Vg'Zcf'fyj ]Yk 'UbX'K f]h]b[ 'GH55F 'hygh'dfYdUfU]h]cb'k cf_YX'VYVWli gY ]h'WYUHYX'Yi W]hYa YbhZcf'k f]h]b[ 'UbX'dfcj ]XYX'U'fyj ]Yk 'VYZcfY
h.Y'GH55F 'hygh'
{ @hYfUW]h@VfUfmiFYgci fWg'dfcj ]XY'HYUWYfg'k ]h'Ub'cddcfh b]mihc'dfcj ]XY'fYUX]b[ ' ]bghfi W]cb'cb'h.Y'ghi XYbhgfifYUX]b[ 'Yj Y"
{ Ga U""; fci d']bhYfj Ybh]cb'k cf_YX'VYVWli gY'ci f'ghi XYbhg'bYYX'UXX]h]cbU'h]a Y'UbX'dfYdUfU]h]cb'Zcf'YUfb]b[ "
{ 8]ghf]V]Yggcb'a cXY]b[ 'cZ@]b[ i U[ Y'5fth#GcV]U'Gh X]Yg'UbX'A UhYa Uh]Vg#G]V]bW''=bghfi W]cbU'7cUWYg'k cf_g'VYVWli gY'HYUWYffg]UfY'dfcj ]XYX'k ]h'gi ddcfh
Zcf']bghfi W]cb"
{ 8i f]b[ 'gW'cc''UbX'UZhf'gW'cc''h' hcf]Ug'k cf_YX'hc'dfcj ]XY'UXX]h]cbU'Ugg]ghUbW'hc'ghfi [ [ ]b[ 'ghi XYbhg'dfcj ]XYX'VmW]fh]Z]YX'HYUWYf"
{ %$&! '9GC@7Yfh]Z]YX'HYUWYfg]b[ fUXYg'?]bXYf[ UfhYb'h'fci [ \ : ]Zh'k cf_YX'VYVWli gY'HYUWYffg]W]b'dfcj ]XY'9G@]b]WUgg'UW]ta a cXU]h]cbg"
{ : ]j Y'8Ygh]b]h]cb'=a U[ ]b]h]cb'ghi XYbh'Ua g'Zfca '679'k cf_g'hc'Wz]bh]bi Y'hc'gi ddcfh]WYU]h]j Yz'W]h]W]h]b_]b[ 'g_]g"
{ 6Y'JcW]Vi 'ci g'dfc[ fUa 'k cf_YX'VYVWli gY'ghi XYbhg'XYj Y'cdYX'U' fYUhf'Uk UfYbYgg'Zcf''Ub[ i U[ Y'UbX'j cW]Vi 'ufmi g]b[ 'Uj Uf]YfmcZ'fYgci fWg'z]bW] X]b[ 'HY
BYk '6cc_cZ?bck'YX[ Y''Vm>"7Ufi h.Yfg'8cc]b"
{ HYUWYf'A Ybhcf'g'k cf_]b[ 'k ]h' ]bX]j ]Xi U'ghi XYbhg'cb'U'k YY_mVUg]g]b'cfXYf'hc'a YYh'h.Y]f'ghi XYbhg]b'YXXg'fUW]XYa ]W]Ya ch]cbU'z'YhW]k cf_g'hc'Vi ]X
fY'U]h]cbg\]dg"
{ @]f[ Ygh?'9MG'A Ybhcf'dfc[ fUa ']b?'=G8'k ]h'' $'a Ybhcf'g'W]ta ]b[ 'hc'k cf_k ]h'h.Y'W]X]fYb'Zcf'Ub'\ci f'k YY_mik cf_g'hc'a YYh'h.Y'bYXXg'cZci f'ghi XYbhg"
{ FYUX]b[ '=bW]bh]j Y'Dfc[ fUa g'k cf_g'hc'dfca ch'fYUX]b[ "
!6i YVcbbYhFYUXYfg'UbX'&'I '&f]j
!5W]V'YfUHYX'FYUXYfg
!FYW]z[ b]h]cb'HU[ g'Zcf'5W]Yj Ya Ybh'UbX'DUfh]V]dU]h]cb"
{ 5hYbXYX'HYUWYfg'7c''Y[ Y'fYUX]b[ 'UbX'K f]h]b[ 'Dfc'YV]Gi a a Yf'K f]h]b[ '=bgh]h' hYz]bW] X]b[ 'U'' [ fUXY'Yj Y'fYdfYgYb]h]cb'k cf_g'hc'WYUHY'U'W'hi fY'cZ
K f]h]b[ 'K cf_g\cd'Zcf'h.Y'Ybh]fY'W]a di g"
{ ]DUXg'A cV]Y'@YUfb]b[ '8Yj ]W]g'i h]nYX'VmU''WUggYg'z'hc']b]WYUgY'Yb[ U[ Ya Ybh'UbX'h'W]bc'c[ m]b]bcj U]h]cbg"
{ <ca Y[ fck b'='bgh]h' hY
{ G<5F9
{ GHUZZVcc_'W] Vg!'A Uh'z'6i YVcbbYh'z'&'I '&z'fYUX]b[
{ E i U']mei Ygh]cb]b[ 'ZcW]g\UX'h'UWYfg]a dfcj Y'h.Y]f'ei Ygh]cb]b[ 'UbX']bW] XY'h.Y]f'ei Ygh]cb]b[ 'Yggcb'd'Ub]g"

```

Safe and Orderly Working and Learning Environment

† =a d'Ya YbhUj]cb'cZ@cj Y'UbX'@c[]WgrfUHY[]Yg'k cf_YX'VYWli gY'hYUWYfg'ja d'fcj YX'hAY]f'WUggfcca 'a UbU[Ya Ybh'
 † 7cfY'9ggYbh]U'g'k cf_g'cb'gW'cc'UbX'X]grf]M'k]XY'Ui hAYbh]M' gY'cZ'WUfUW'f'f'fU]hg"
 † FYX'F]V'Vcb'k YY_'k cf_YX'VYWli gY']hVYUHYX'U'VYHYf'dUf'f'Yfg\jd'k]h'hAY'DH5'UbX'dfca chYX'gri XYbh]g'a U_]b['\YU'h'mW'c]W'g"
 † <Uj]b['gri XYbhGUZYmiDUf'c'g'k cf_YX'VYWli gY']hU'ck YX'gri XYbh]g'hc'hU_Y'fYg'dcbg]V']mi]b_'YYd]b['hAY]f'Z'ck 'gri XYbh]g'gUZY'UbX'hAY]f'gW'cc'U'gUZY
 Ybj]f'cba Ybh'
 † 5bh]!Vi ''m]b['@Yggcbg'VmV'ei bgY'cf'k YfY'YZZV]W]j Y'VYWli gY'gri XYbh]g'VYWla Y'a cfY'Uk UFY'cZ'hAY'Udd'f'cd]UHY'VY\Uj]cf'hc'Ya i 'UHY'UbX'k \U'hc'Xc']Z'hAYmUFY
 VY]b['Vi ''YX"
 † <U''cZ: Ua Y'Uk UfXg'k cf_YX'VYWli gY'gri XYbh]g'UbX'g'gUZZ'k YfY'fYV' [b]nYX'Zc'f'ci h'g'U'X]b['V]h]nYbg\jd"
 † 7Y'YVfU]cb'VUgYVU'g'k YfY' []j Yb'ci h'hc'g'UZZ'a Ya VYfg'Ug'dUf'hcZ'>cb'; cfXcb]g' 'HfU]b]b['7Ua d''Vcc_'gri Xm'
 † 7D=HYUW'Yf'HfU]b]b['g'k cf_YX'hc'd'fcj]XY'Udd'f'cd]UHY'fYg'dcbgY'hc'ja d'fcj Y'gri XYbh'VY\Uj]cf"
 † J=D!]Yfm=a d'cf'U'bh'Df]j]Y[Yg') h'; fUXY'@fUXYfg'Udd'm'Zc'f'gdYV]U'df]j]Y[Yg'VUgYX'cb'V]h]nYbg\jd'UbX' [fUXYg"
 † 7'YUf'9l dYVWU]h]cbg'i g]b['7<5A DG'k cf_YX'hc'd'fcj]XY'Udd'f'cd]UHY'gri XYbh'VY\Uj]cf]g'Xi f]b['X]ZYfYbh'WUggfcca 'UW]j]h]Yg'UbX'Vi]X]b[''cW]h]cbg"
 † 5bh]!Vi ''m]b['gYgg]cbg'Vm5Xa]b]g'fU]cb'k cf_YX'hc'hfU]b'g'UZZ'cb'fYV' [b]n]b['UbX'Udd'f'cd]UHY'm'fYg'dcbX]b['hc'Vi ''m]b['g]h] U]h]cbg"
 † 7Ud]h] f]b['?]Xg'<YUf'g'k cf_g'Xi Y'hc'V'eb]bi]b['hc'hfU]b'g'UZZ'UbX'ja d'Ya Ybh]g'fUHY[]Yg'
 † 7Uf'c'; U'U[\Yfz'gW'cc''V'ei bgY'cf'UHY''i bW'k]h'U''gri XYbh]g'hc'hAY'Vi]X]b['h'fci [\ci h'hAY'mYUf'k cf_YX'VYWli gY'g\Y'XYj Y'cdg'fY'U]h]cbg\jd]g'k]h'U'
 gri XYbh]g'
 † 'GUZYmiU_'d'fcj]XYX'UhYUW'g'UZZ'a Y]h]b['VmVla di g'gUZYmi]U]gcb"

Community Engagement

† 9l hYffUub'6UW_dUW'g'UbX'gWcc''gi dd'Yg
 † 6YUf'7fYY_'I b]hYX'A Yhcx]gh7\i fW' hUub_g[] j] b['UbX'7\fl]gra Ug'a YUg'Zcf'Zla]Yg
 † 6cc_'7\UfUW'f'8fYgg'I d'8Um
 † A Yfh'hY'HYUW'Yf
 † 6UW!hc!GWcc''7cZZY
 † 6UW!hc!GWcc'#{ca Yk cf_?'hB][\hg
 † : Ua]m:]hYgg'B][\h# 'ck 'Fi b
 † FYX'F]Vcb'k YY_
 † > b]cf'5W'Yj Ya Ybh
 † GH55F 'B][\hg
 † A Uh 'UbX'GH55F 'B][\h
 † GdY''b['6YY
 † @VfUfm6cc_': Ujf
 † 7Ua d'FYUX!5!@ch
 † %gž' fX'UbX') h' ; fUXY'A i g]WDFc[fUa g
 † G'W'W'W' B][\h
 † 6Y'JcW'Vi 'ci g'DUFUXY
 † >]b['Y'6Y''K U_'5fci bX'hY'6'cW'K U_
 † DH5'A cj]Y'B][\hk]h'GubU
 † FcXYc'XU'V]b[
 † ?]bXYf[UfhYb'FcXYc
 † CdYb'<ci gY#]bY'5fHg'B][\h
 † Gdf]b['7fYY_'Gd]f]hB][\hg! 'ZU'#gdf]b[
 †) h' [fUXY'Uk UfXg'WfYa cbm
 † ?9MG'A Ybrcfg]bVYUg]b[
 † Gh XYbh'7ci bW' : i bXfU]gYfgz'GWcc''GhcfYz'FVW'W]b['UbX'Wla di g]a dfcj Ya Ybh
 † GHUZZ'a Ya VYfg'dfYgYbh]b['Uh'6cmiGWti h'UbX';]f'GWti h'a YYh]b[g
 † FUh!?'Xg'UbX'@Ufb]b['5!N'K YV!VUgYX'Dfc[fUa
 † 8Ygh]bUh]cb' =a U[]bUh]cb'fZ]j Y'hYUa gk
 † ?]bXYf[UfhYb'cf]YbUh]cb'B][\h
 † ; fUXY''Yj Y''bYk g'YHfYfg
 † K CK 'a ca g]c'i bhYf]b['Yj YfmK YXbYgXUm
 † ?]bXYf[UfhYb'7ca a i b]mi<Y'dYfg'K YY_
 5''cZ'hY'UVcj Y'Yj Ybhg]bj c] YX'hY'Wta a i b]mz'dfca chY'cdcg]h]j Y'Wta a i b]miYb[U[Ya Ybhz'UbX'YbWti fU[YX'dUfYbhg'hc'VYWta Y']bj c] YX']b'hY]f'W']XfYbfg
 YXi WUh]cb"

Effective and Efficient Operations

† GWcc`HYUa g`cghghUZZ a YYhb[g
 † G<5F9; fci d`Zcf`ZfghUbX`gYV&bX`mYUf`hYUW`Yfg
 † HYUa `@YUXYf`7ci bVW
 † I gY`cZ`a cbh`mWY`YbXUfZ`Y!bYk gZ`GWcc`A YggYb[YfZ`a Ufei YYZ`YhW`hc`V&a a i b]WYh`gWcc`Y] Ybhg
 † [DUk g`Zcf`H`ci [\f`XU]ma chj] Uh]cbU`#bgd]fU]cbU`#a i a cfc i g`a YggU[Yg`hc`ghUZZ
 † =@cj`Y`A cbXUmWLa di g`a YYhb[g`Zcf`U`gh`XYbHg`UbX`ghUZZ
 † 6]A cbh`m@YUXYfg\`d`hYUa `a YYhb[g
 † 7cbg]ghYbhi gY`cZ`h`Y`FYgdcbgY`hc`=bhYfj Ybh]cb`a cXY`fYgi`h]b[`]b`\\[\`Y] Y`g`cZ`gri XYbHg`fYW]j]b[`Uddfcdf]UHY`]bhYfj Ybh]cbg`UbX`d`UW`a YbHg`bYYX`f]`Y"z
 H]hY`=Z) \$(#8ngYI`]U`=bhYfj Ybh]cb`Dfc[fUa `UbX`GdYV]U`9Xi`W]h]cbE
 † ; fYUhdUf]bYfg\`d`k]h`UM]j`Y`DH5
 † 7cbhYbh: cWg; fci dg

Organizational Improvement

† 75H`hYUa
 † `K`CK`A`ca`fj;K`cf_`6Ug_Yhg
 † HYUa `@YUXYf`A`YYhb[g
 † =bghfi`W]cbU`GHUZZ`A`YYhb[g
 † GHUZZ`8Y] Y`cda`Ybh]Uf[Y]hb[`gWcc`bYYXg
 † HYVW`bc`c[mDi`fWUgYg`k`]h`H]hY`=Z`bX]b[`Zcf`]DUXg"
 † 6cc_`Gh`Xm`E`i`U]mE`i`Ygh]cb]b[
 † K`YY_`mK`YXbYgXUm`@cj`Y`UbX`@c[]W`Y`dZ```]bhYa`U]g`UbX`X]ghf]M]hfU]b]b[g
 † GHUZZ`Ci`h]b[g
 † K`YV]bUfg`k`]h`@YUXYfg\`d`hYUa
 † 8U]mDfcZYgg]cbU`8Y] Y`cda`Ybh]f`chU]cb`fD8F`E!`W&bhYbh]ZcW`gYX`ghUZZ`XY] Y`cda`YbhZ`W`c]W`D8F`UbX`XU]U`a`YYhb[g"

Needs Assessment

Summary of Current Needs

REFLECT: What can be done to move closer to the desired result? How might we build on strengths? What leading indicators might we use?

Safe and Orderly Working and Learning Environment

; HFU]b]b[g'UbX'Ja d'Ya YbhU]cb'cb'WUggfcca 'a UbU[Ya YbhgrFUH[]Yg/']bW X]b['7<5A DG
 ; 'GHUZZ'hc'V'eb]bi Y'hc'fYW'] Y'7Udhi f]b['?]Xg'<YUf'rg'fFU]b]b['hc'WYUHY'UbX'dfca chY'dcg]hj Y'fY'Uh]cbg\]dg'k]h' gri XYb'g'g'ghUZZ'UbX'V'ca a i b]m'
 ; '7'Uf]Z]W]h]cb'cZ'WUggfcca 'dfc'WXi fYg'VmYUW' hYUW'Yf'VY]b['fYei]fYX'hc'k f]hY'UbX'dcgf'
 ; 'Dfca chY'Ub]h]Vi ''n]b['Uk'UFYbYgg'h'fci ['\g'Wcc'!k]XY'UM]j]h]Yg'z']hYFUh fY'z'dfc[fUa g'UbX'fFU]b]b[g'
 ; '7fYUHY'UbX'hYUW' '6YUf'7fY'Y' 'A'UbbYfg'dfc[fUa
 ; '5''g'huZZ'fFU]b]b]YX'cb'5bh]Vi ''n]b['g'fFUH[]Yg'UbX'X]g'f]M'h'fYgci fW'g
 ; '8Y']bYU]h]cb'cZ'g'W'cc''Yi d'YVU]h]cbg'Zcf'gd'YV]Z]WXU]m'dfc'WXi fYg'f]Y''k U']b['Xck b'h'Y'\U'g'z'WZYH'f]U'VY'Uj]cf'z'X]ga]ggU'z'YH'W'k
 ; HYUa g'WYU]h]b['a Udg'hc']XYb]h]zmk '\fY'YUW' hYUa 'a Ya VYf'g'fU]b]Xg'Xi f]b['fYW'gg'
 ; 679'GUZY'mD'Ub'F'Yj]gYX
 ; Cb] [c]b['fFU]b]b['UbX'Zc''ck !i d'fY[UFX]b['@c] Y'UbX'@c[]W'fFU]b]b['UbX'Ja d'Ya YbhU]h]cb
 ; 7cfY'9ggYbh]U'Dfc[fUa '=a d'Ya YbhU]h]cb
 ; '679'H6G='7cfY'hYUa 'fFU]b]b[
 ; 7cfY' [fci d'7DF'fFU]b]b]YX
 † D6-G'HYUa !'Dcg]hj Y'6Y\Uj]cf'UbX'='bhYf] Ybh]cb'Gi ddcf'rg"
 † '&W'cgg]b[' [i UFXg
 † 7\Ub[]b['W'f'UbX'Vi g'fUa dg'hc'a cfY'g'UZ' mX]ga]gg'gri XYb'rg'Xi f]b[']bWYa Ybhk YUH'Yf"

Community Engagement

; 7cb]bi Y'hc'Vi]X'cb'ci f'g'fYb[h'g'UbX'fYg'dcbX'hc'h'Y'bYYXg'cZ'h'Y'V'ca a i b]m]Ug'h'YmiUFY'dfYgYbhYX'hc'i g"
 ; A U']b['a cfY'cZ'Ub'Y'Zcf'h'hc'V'ca a i b]m]h' d'cg]hj Y'W'la di g'bYk g'hc'Di V']W'f'Y'U]h]cbg]j Y\]W'g'k]h']b'h'Y'X]g'f]M'h'f]j W'U'g'? =G8'bYk g4 _Um]gX"cf[z'i dXUH'g'z
 bYk g'YH'f'g'z'DUFYbh]@b_ 'z'YH'W'k'Ug'k Y''Ug'ci hg]XY'cZ'h'Y'X]g'f]M'h'f]c'W'a YX]U'z'bYk gd'UdYf'g'z'V'ca a i b]m]mbYk g'YH'f'k
 † Dfcj]XY'dUFYb'rg'k]h']fU]b]b['cb'fYUX]b['z'k f]h]b['UbX'a U'h'g'fFUH[]Yg'hc'Xc'U'h'ca Y'UbX'a U'h'f]U'g'hc'i gY'U'h'ca Y"
 † GH9A 'B]['\h'Y] Ybh'hc']bW'XY'a U'h'UbX'g'W'Y'bW'UM]j]h]Yg'Zcf'?]bXYf[U'h'Y'b'h'fci ['\:]Z'h' ; fUXY"
 † : U'W'6cc_'UbX'Hk]h'Yf'']b_g
 † 5Z'Yf'K U'_Zcf'Gi W'W'gg'z'V'eb]bi Y'\ca Y'j]g]rg'Ug'bYW'ggU'f'm'
 † GYa]bU'fg'Zcf'dUFYb'rg"
 † 6]f'h'X'Uma U'fei Y"

Effective and Efficient Operations

; 'DUFYbh#G'h XYbh#GHUZZ'a cb'h'miW'YbXUf
 ; ': 'nYfg'<ca Y'Zcf'gd'YV]U'W'la di g'Yj Ybh
 ; '9UW' hYUa 'WYU]h]g'h'Y]f'bcfa g'Zcf'k cf_]b['hc[Y'h'Yf'Ug'U'Dfc'Z'Ygg]cbU'@/U'f]b['7ca a i b]m'
 DUFYbh]@b_ 'z'a U'fei Y"
 FYa]bX'%\$%Zcf'dUFYbh]bch]Z]W]h]cbg

Organizational Improvement

i <]f]b[`Yl dYf]YbWX`hYUWYfg
i `5``hYUWYfg;hc`VY`9G@Wfh]ZYX
i `FYhU]b]b[`\[`mei U]ZYX`gUZZ`a Ya VYfg
i `FYj`Yk`#`dXUH`7i`ff]W`i`a`Bcb!bY[ch]UV`Yg`Zcf`fYUX]b[ž`k`f]h]b[ž`a`Uh`ž`g]WYbWž`gcV]U`gh`X]Yg
i l`dXUH`UbX`cf[Ub]nY`g]WYbW`UV`fYgYf] Uh]cb`UbX`a`UHf]Ug`i`gU[Y`dfc[fUa
i Cf[Ub]nY`W]a`di`g`a`Uh`fYgci`fWg`UbX`a`Ub]di`Uh]j`Yg`]bhc`]bX]j`]Xi`U`hYUWYf`h`V`fYgci`fWg`dYf`[fUXY`Y] Y`"

Needs Assessment

Summary of Program / Instructional Elements

CELEBRATE: What worked? (This worked because...?) REFLECT: What can be done to move closer to the desired result? How might we build on strengths? What leading indicators might we use?

Student Growth and Success

Program materials utilized.

; @58`UbX`7F`GG`HFU]b[`]g`gi` WWggZ` ""`7cb]bi`Y`rc`fFU]b`UXX]hcbU`ghUZZ`k`]h` ; @58`UbX`7F`GG`ghFUH[`]Yg`
 9GC@]b`WUgg`gi`ddcfh]g`g`ck`]b[`[`U]bg]b`g]i`XYbhUW]Yj`Ya`YbhVUgYX`cb`GH55F`XUHU`""`fGng]Ya`GUZY[`i`UFX`HUF[`Yh`FYUX]b[`UbX`K`f]h]b[`9@@`
 6Y`J`cWVi` `ci`g`ZcWg]g]`ja`dUW]b[`]`cWVi` `Ufm]bgrfi`V]cb`Zcf`U`"gh`XYbhg`""`K`Y`k`]"`Vz]bi`Y`rc`]a`d`Ya`Ybh`h`Y`6Y`J`cWVi` `ci`g`dfc[`fUa` `h`]g`mYUf`U`cb[`k`]h`U`
 j`cWVi` `Ufm]H]Yf`="`k`cfX`]bgrfi`V]cb`Vcc`_`z`h`Y`BYk` `6cc`_`cZ`?`bck`YX[`Y`"
 @@`f]e]j`Y`YX`]"`h`fUW]h]b]h]f]Y`bh]cb]g]e`rc`]a`dfcj`Y`gh`XYbh]"`h`fUW]h]fGng]Ya`GUZY[`i`UFX`HUF[`Yh`FYUX]b[`UbX`K`f]h]b[`9@@`
 ;`fck`h`]"`b`H9@D5G`5MD`
 J`cWVi` `Ufm]XYj`Y`cda`Ybh]b`GdUb]g\`UbX`9b[`]g\`
 7cb]bi`Y`X]g]f]V]g]V]bW`Guh`fXUmUW]XYa`mVYzcfY`g]V]bW`GH55F`h`gh`
 9a`VYX`j`cWVi` `Ufm]XYj`Y`cda`Ybh]b`U`"Vz]bi]bh]fYU`"
 5j`Ybi`Yg`Ug`k`cf`_`YX`k`]h`9@@`rc`]"`b`V]UgY`h`Y`9b[`]g\`"Ub[`i`U[`Y`
 -bh[`fU]cb`cZ`9@D]j`k`]h`gYbh]bW`gh]Ya`g`

Safe and Orderly Working and Learning Environment

Servicing Diverse Populations

K`Y`Vz]bi`Y`rc`]a`d`Ya`Ybh]V]h]bg]\`d`dfc[`fUa`g`hc`ZcWg`h`Y`W]a`di`g`cb`"Xc]b[`h`Y`f[`h`h]b[`""`H]g`mYUf`k`Y`UFY`Vz]b]b]fU]b[`cb`h`Y`X]g]f]V]h]fYV]a`a`YbXYXz`
 7cfY`9gg]bh]U`g`dfc[`fUa`""`K`Y`U]`Y`U`gc`gYhg]W]cc`!`k`]XY`YI`dYV]U]h]cb]g`Zcf`VY`Uj`]c]g]b[`U`"UFYUg`cZ`h`Y`Vi`]X]b[`"
 @c]`Y`UbX`@c[`]W]gh]U]h[`]Yg`k`cf`_`k`Y`"k`]h`9@@`gh`XYbhg`"
 <ca`Yk`cf`_`<Y`dYfg`
 7Ud]i`f]b[`?`]Xg`<YUfh]g`dfc[`fUa` `W]U]h]g`U`dcg]h]j`Yz`gUZYz`YUfb]b[`Ybj`]f]c]ba`Ybh`

Community Engagement

Parental Involvement

K`Y`Vz]bi`Y`rc`"Uj`Y`U`UF[`Y`bi`a`VYf`cZV]a`a`i`b]m]Yb[`U[`Ya`Ybh`Vch`k`]h`dUFYbh]g`UbX`Vi`g]b]Ygg`dUfh]Yfg`""`Ci`f`9GC@dUFYbh]dcdi`U]cb`]g]b]W]Ug]b[`UbX`gc`
 UFY`h`Y`bi`a`VYf`cZ`dUFYbh]g`c`i`bh]Yfg`"
 GHUZZ`c`i`bh]Yf]b[`hc`Ugg]gh]k`]h`fUbg]U]cb`rc`]a`dfcj`Y`ca`Y`rc`g]W]cc`"Vz]bb]V]h]cb]g]b`bcb]V]b[`i`U`WUgg]f]c]ca`g`
 9b[`]g\`#GdUb]g\`]b]Zcfa`U]cb`dfcj`]XYX`hc`U`"dUFYbh]g`"
 Dfc]`]XY`9GC@WUgg]Yg`cb`ci`f`W]a`di`g`Zcf`dUFYbh]g`""`A`Ub]mc]Z`ci`f`dUFYbh]g`k`U`"hc`W]a`di`g`UbX`Xc`bch`Uj`Y`UW]W]gg`hc`U`j`Y`]W]h`c`U]h]b]X`Ub`cZ]g]h`9GC@WUgg`"

Effective and Efficient Operations

Allocation of resources. Staffing/Allocation of their use/their training.

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.

Organizational Improvement

People Resources.Process/Key people responsible.

K Y Vzbh]bi Y'hc'XYj Y'cd'ci f'Wla di g'h'fci [\ VYgh'dfUM]Wg'UbX'dfcZYgg]cbU'XYj Y'cda Ybh'fchU]cbg"
9GC@Wfh]ZVh]cbg'DfY?]bXYf[UfhYb'h'fci [\ :]Zh' ; fUXY! %\$\$i 'cZH'UW.]b['ghUZZ
H9@D5G'Wfh]ZVh]cb'Zcf'U''9@h'UW.Yfg
@D57'dfcWggYg]'b'd'UW
9@@gri XYbng'bYYX'VzbWbhfUH'YX'dfUM]W]'b'gdYU_]b[ž'fYUX]b[ž'UbX'k'f]h]b['9b['g\''H\]g]'g'cZh'b'X]Z]W'hXi Y'hc'h'Y'bUhi fY'cZH'Y'V']]b[i U'WUggfcca "'K Y
\Uj Y'bch]WX'h.Uh'h.YgY'gri XYbng'UFY'bchUg'gi'WVggZ''cb'ghUbXUfX]nYX'hY'gng'Ug'gri XYbng]'b'h'Y'9GC@]bW'g]cb'WUggfcca'g"

Needs Assessment

Summary of Professional Learning Needs

REFLECT: What Professional Learning is required to move closer to the desired results?

Student Growth and Success

Ci f'gHZZfYei]fYg'dfcZYgg]cbU''YUfb]b['UMj]]h]Yg:]b'FYUXYfg;UbX'K f]hYffj;K cf_g\cd''K Y'\Uj Y'YgHUV]g\YX'U'fYUX]b['ZcWg:[fci d'UbX'U'k f]h]b['WXY'cZ679
 gHZZ'a Ya VYfg;k \c'UHYbXYX '@ Vh7U_]b]fj'fYUXYffj;UbX'k f]hYffj;k cf_g\cd']bgh]ri hY''H\YgY'HYUM\Yfg'UFY'WffYbhm'YUX]b['gi WYggZ''fYUX]b['UbX'k f]h]b[
 k cf_g\cd'hfU]b]b[g'cb'h\Y]f'HYUa g'UbX']b'h\Y'fYUX]b[':cWg; fci d'UbX'h\Y'K F=H9'' [fci d''K Y'cZYf'fYUXYffj;UbX'k f]hYffj;k cf_g\cd'hfU]b]b['YUM'a cbh'cb
 hcd]Vj'HYUM\Yfg'bYYX'UXX]h]cbU'Ugg]g'UbW'']b'ja d'fcj]b[''K Y'U'gc'dfcj]XY']b'WUgg'fYUXYffj;UbX'k f]hYffj;k cf_g\cd'a cXY']b['Vmci f'bgf]i V]cbU'7cUM'UbX
 cddcf]i b]h]Yg'h'cVgYfj Y'U'fYUX]b[':cWg; fci d'cf'K F=H9'' [fci d'hfU]bYf'HYUM\Yf']b'h\Y'h\Y]f['fUXY''Yj Y''%\$& 'cZU''cZci f'HYUM\Yfg'UFY'WffYbhm
]a d'Ya Ybh]b['fYUXYffj;UbX'k f]hYffj;k cf_g\cd''

Ci f'gHZZfYei]fYg'hfU]b]b['b'h\Y') 9'gWYbW'a cXY'h'c']a d'fcj Y'gWYbW']bgh]i V]cb']b_]bXYf[UfhYb'h'fci [\Z]h [fUXY''K Y'bYYX'h'c'dfcj]XY'hfU]b]b['z]b!WUgg
 gi ddcf]iUbX'a cXY'hYUM'gWYbW''Yggcbg'h'c'gi ddcf]iHYUM\Yffj[fck h']b'gWYbW']bgh]i V]cb''

K Y'k]''d'fcj]XY'dfcZYgg]cbU''YUfb]b['Zc'U''a U\h'HYUM\Yfg_]bXYf[UfhYb'h'fci [\Z]h [fUXY']b'cf][c'a U\h'cb'ci f'dfcZYgg]cbU''YUfb]b['XUnz'CVh'cVYf'%'&\$% "
 HYUM\Yfg;k]''fYW]j Y'a UHYf]Ug'bYYXYX'h'c']a d'Ya Ybh'h\Y'cf][c'a U\h'gh'UHY[]Yg'Zc'f'h\Y]f'WUgg'fcca g''

Ci f'gHZZk]''bYYX'UXX]h]cbU'dfcZYgg]cbU''YUfb]b['cddcf]i b]h]Yg']a d'Ya Ybh]b['i!DUX'hYV'bc'c[m]b]h'c'h\Y]f'ga U'' [fci d'UbX'k cf_g]h]cb'UMj]]h]Yg:]b'WUgg''
 HYUM\Yfg;k]''fYW]j Y'hfU]b]b['Z'ca 'X]g]f]M'hYV'bc'c[m]h]fU]bYfg'UbX'W]a di g'dck Yf']!DUX'i gYfg''

Katy ISD Campus Improvement Plan ~ Work Plan

Core Area

Student Growth and Success

True -- North: 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.

Campus Goal: For the 2014-2015 school year, Bear Creek Performance Goals will align with the State Accountability Provisions in the areas of Reading, Math, Writing, and Science. Emphasis will be placed on Student Annual Growth, Index 2. Bear Creek Elementary will strive to meet the Federal Average Yearly Progress Standards in Reading, Math, and all Identified System Safeguards Option B. Student Groups will attain the minimum 83% Met Standard Requirement.

Campus Goal: By June 2015, Bear Creek Elementary will achieve STAAR results that would result in an accountability rating of "Met Standards" from the State of Texas.

Objectives: Students will increase their reading, writing, speaking and listening vocabulary in order to improve inferencing, summarization, comprehension in all content areas.

Students will utilize technology across all content areas using best practices and appropriate media integration.

Students will participate in math problem solving activities at readiness and supporting standards on a daily basis in Pre-Kindergarten through Fifth grade.

Students will receive science instruction using the 5E model, inquiry-based learning, and hands on learning.

Students will have daily social studies instruction using best practices for integrating literacy skills in the social studies curriculum.

Students will utilize the Teacher's College and Writer's Workshop model to compose well-crafted written pieces in a variety of genres in order to master grade level writing TEKS.

ELL students will improve writing composition and editing skills through the use of writer's workshop and use of grammar conventions.

ELL students will improve reading comprehension through small group instruction and reader's workshop.

Hispanic students will improve their writing through small group instruction and writer's workshop.

Students will engage in Reader's Workshop to improve reading comprehension, vocabulary and fluency.

By June 2015, 87% of Bear Creek students will meet satisfactory performance on the STAAR Reading test, Performance Level II Phase-In.

By June 2015, 88% of Bear Creek students will meet satisfactory performance on the STAAR Math test, Performance Level II Phase-In.

By June 2015, 70% of Bear Creek students will meet satisfactory performance on the STAAR Writing test, Performance Level II Phase-In.

By June 2015, 78% of Bear Creek students will meet satisfactory performance on the STAAR Science test, Performance Level II Phase-In.

Category	System Safeguard	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Campus Instructional Focus	○	Teachers will be provided Science and Math training that will utilize the 5E Model and support new TEKS in Math. Students will use inquiry-based learning via hands-ons activities.	All science teachers.	Instructional Coaches		; C: HjhY =	science grades	Science STAAR test

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	System Safeguard	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Campus Instructional Focus	○	Social Studies instruction will include connections between English Language Arts and Social Studies TEKS.	Social Studies and Language Arts teachers	Instructional Coaches		; C: HjhY =	@b[i U[Y#gcV]U' gri X]Yg [fUXYg 7ca a cb'5ggYgga Ybhr	STAAR testing
Campus Instructional Focus	×	System Safeguard Option B-Target Reading, Writing ELL, Hispanic and Economically Disadvantaged students: Daily literacy instruction will incorporate inferencing, summarization, writing, reading strategies, reading comprehension and direct vocabulary instruction.	All teachers	Instructional Coaches		HjhY' = ; C:	FYUX]b['dfc[fYgg' =G=D#4 GhU]cb FYUX]b[' fUXYg 6YbWMa Uf_g 7ca a cb'5ggYgga Ybhr	GH55F =G=D
Campus Instructional Focus	○	Math Instructional focus by Grade level will include the focus TEKS established from previous STAAR tests data for math. Teachers will provide additional targeted instruction incorporating the focus TEKS on a regular basis.	All math teachers	Instructional Coaches		HjhY' = ; C:	A UH' 6YbWMa Uf_g ; fUXYg 7ca a cb'5ggYgga Ybhr	STAAR
Campus Instructional Focus	×	System Safeguard Option B-Target Reading, Math, Writing ELL, Hispanic, and Economically Disadvantaged students: Teachers and administration in Kindergarten through Fifth Grade will improve literacy and reading comprehension through RW. Teachers and campus leadership will continue to attend Lucy Calkin's Reading Institute in New York and/or Homegrown and Katy ISD district trainings.	Df]bV]dU' 5gg]ghUbhDf]bV]dU' 9@5#GcV]U' Gh X]Yg =bgf]i V]jcbU' 7cUM 7'Uggfcca 'HYUMYfg	Reading Institute Personnel		Title I, PTA	Daily implementation	Summative reading evaluations/STAAR

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	System Safeguard	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Campus Instructional Focus	x	System Safeguard- Option B-Target ELL, Hispanic and Economically Disadvantaged students- Reading and Math: 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.	6]b[i U'HYUa '@UXYf Df]bV]DU'	Bilingual/ESOL Staff		Title III	Ja dfcj YX'fYUX]b[']bgrfi V]cb UbX'gh XYbhfYUX]b[UWX]Yj Ya Ybh F][Vm'Yj Y'']bVWYUgYg =ghU]cb Z:fa Uh] Y'XURU	STAAR
Campus Instructional Focus	o	Students will use i-Pads to provide additional reinforcements and enhanced engagement in reading, math and science instruction in general and special education classrooms.	7'Uggfcca 'HYUWYfg GdYV]U'9Xi V]h]cb HYUWYfg	8]grf]M]DYfgcbbY' Df]bV]DU'		Title I	Formative evaluations each nine weeks.	Summative evaluations-Improvement in individual student achievement.
Campus Extension	o	All teachers will utilize SMART Boards in classrooms across content areas to engage digital learners and use best practices on a daily basis.	All staff have Smartboards in their classrooms.	8]grf]M]HFU]bYfg 7cUWYg		Title I	Gh XYbh[fUXYg UbX dUf]V]DU]h]cb 7ca a cb'5ggYgga Ybrg 6YbW]a Uf_g	GH55F 'HYgrg =G=D 9bX'cZ]WUF'HYgrg
Campus Extension	x	System Safeguards-Option B-Target Economically Disadvantaged and ELL students: All math teachers will be trained in model math and math exemplars in order to implement best practices in math problem solving.	Math Teachers	A U]h '=bgrfi V]cbU gdYV]U]gh 7cUWYg		District	Math Problem Solving	GH55F Gh XYbh[fUXYg
Campus Extension	o	We will continue to implement MLD's for our 5th grade students. Teachers will use MLD's to enhance classroom assignments. MLD's will be used in 5th grade to access web-based intervention programs such as: Raz Kids.	) h' ; fUXY'HYUWYfg) h' ; fUXY'GdYV]U' 9Xi V]h]cb'HYUWYf @Z'G_]`g'HYUWYf	Instructional Coaches		Katy ISD	9bX'cZnYUF' (h' ; fUXY GH55F 'HYgrg]b'fYUX]b[#a Uh 9b['cZnYUF') h' ; fUXY GH55F 'HYgrg]b'fYUX]b[#a Uh	Grades/STAAR tests

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	System Safeguard	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Campus Extension	x	Systems Safeguard- Option B - Target Reading and Math for Hispanic, Economically Disadvantaged and ELL students. Utilize Title III Immigrant Funds to supplemental math and reading instruction.	Df]bV]dU' 5gg]ghUbhDf]bV]dU'	6]j]b[i U' HYUa @YUXYf 9GC@HYUWYfg DUfh]ja Y'Hi hc]f]U' HYUWYf	Scientific, research-based reform strategy Coordination/integration fed./st./local services/programs	Title III Immigrant	PEIMS Identified Immigrant Students	Gh XYbh5W.]Yj Ya Ybh8UU Gci fWg. Gh XYbh9b[U[Ya Ybh Gi V'YV]j Y'8UU. K U_ h]fci [\g#CVgYfj Uh]cbg# ; fUXYg
Campus Extension	o	Social Studies instruction will include integration of ELA and SS TEKS. Instruction in Social Studies TEKS will utilize literature, technology (including iPads and apps), learning centers and other best practices.	ELA/SS Teachers	ELA/SS Instructional Coach		; C: ž H]hY' =	8@5! FYUX]b[9@5#GG; fUXYg 7ca a cb'5GgYgga Yb]g	STAAR Reading test results
Campus Extension	o	Daily literacy instruction will incorporate Figure 19 skills (inferencing, summarizing) writing, reading strategies, reading comprehension skills and direct vocabulary instruction.	ELA Teachers	ELA/SS Instructional Coach		; C: ž H]hY' =	=G=D FYUX]b[; fUXYg 7ca a cb'5ggYgga Yb]g 8@5G : ci bhUg/ 'D]bbY''@j Y'g	GH55F 'FYUX]b['H]ghfYgi 'hg =G=D fYgi 'hg
Campus Extension	x	System Safeguard Option B- Target, Reading Hispanic, Economically Disadvantaged and ELL students, Writing ELL students, Writing Hispanic students: ELA teachers will improve reading and writing instruction through utilizing TCRWP (Teachers College Reading and Writing Project) materials, technology including iPads and apps, and approaches for Readers and Writers Workshop. Staff members to attend summer institutes.	5Xa]b]ghfU]cb 9@5#GG' =7 9@5' HYUWYfg	TCRWP personnel		Title I	8U]m]a d'Ya YbhU]cb 7ca a cb UggYgga Yb]g#f] V]V]g 8@5g : ci bhUg/ 'D]bbY''fYUX]b['Yj Y'g	=G=D fYgi 'hg GH55F 'FYUX]b['UbX'K f]h]b[fYgi 'hg

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	System Safeguard	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Campus Extension	○	A school-wide focus on vocabulary will continue including a "Be Vocabulous" program, New Book of Knowledge, interactive read aloud, focus poetry, iPads and apps, and other best practices.	All teachers	9@5#GG' =7 @YUXYfg\jd HYUa		Title I	6Y'JcVWVi 'ci g'dUfjVdUjcb K f]h]b['gJa d'Yg	STAAR Tests
Campus Extension	○	Direct instruction for reading test taking skills will utilize a school-wide suggested strategy, published test prep materials, Aware item bank, TCRWP materials and district unit plans.	ELA teachers grades 2-5	9@5#GG' =7 @YUXYfg\jd HYUa FYUX]b['7cbHYbh : cWg; fci d		Title I	8@5g 7ca a cb'UggYgga Ybrg DFUMVW'a UHYf]U'g	STAAR Reading test
Campus Extension	×	System Safeguard Target, Writing ELL and Hispanic: Examples of student writing will be recognized on a school bulletin board to promote good writing skills and to build the confidence of the writers.	9@5'HYUMYfg 9@5#GG' =7	@YUXYfg\jd K f]h]b['UbX FYUX]b['7cbHYbh : cWg; fci dg		H]hY' =z ; C:	8@5 Fi V]Vg#7ca a cb 5ggYgga Ybrg	STAAR Writing
Campus Extension	○	A sense of BCE as a reading community will be enhanced through activities showcasing the reading of staff and students including bulletin boards, reading clubs and activities, books in public areas, building classroom libraries, book raffles for thinking about reading and other best practices.	All teachers	=7 @Vfuf]Ub		H]hY' =z ; C:	8@5g 7ca a cb'5ggYgga Ybrg	STAAR

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	System Safeguard	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Campus Extension	x	System Safeguard Reading and Writing ELL: All third, fourth and fifth grade ELL students will receive best practice instruction in reading (leveled readers, small groups, reader's workshop, direct vocabulary instruction) and targeted intervention based on formative and cumulative data (DLA's and common assessments).	Classroom teachers, Support teachers, Special Education Teachers	Instructional Coaches		Title I, GOF	Common Assessments, DLA assessments, teacher observation	STAAR test results, End of School year final grades
Campus Extension	x	System Safeguard Option B- Target Reading Hispanic, Economically Disadvantaged, and ELL students, Writing ELL: students will improve their writing compositions and editing skills through the use of writer's workshop, convention invitations- based on the research of Jeff Anderson, and vocabulary.	All professional teachers	9@5#GG -bgrfi VjcbU 7cUW 9G@HYUWYfg 6]j]b[i U`HYUWYfg		Title I, GOF	8@5 7ca a cb`5ggYgga YbHg Fi VjcbU f]j]b[`GUa dYg	STAAR
Campus Extension	x	System Safeguard Target, Writing Hispanic: All students who are identified Hispanic will receive best practice instruction in writing (composition, editing, and revision) through writer's workshop, mentor texts, convention invitations and targeted interventions.	All teachers	ELL/SS Instructional Coach		Title I, GOF	8@5fg 7ca a cb`5ggYgga YbHg HYUWYf`CVgYfj Ujcbg ; fUXYg	STAAR
Campus Extension	o	Title I funding and the Connecting the Learning Project grant will be used to purchase 140 mini i-Pads for differentiated instruction and to enhance small group instruction through technology integration.	Teachers	7`Uggfcca HYWbc`c[m 8Yg][bYf -bgrfi VjcbU 7cUWYg 5Xa]b]grfUrcfg		H]hY`= 7cbbYVj]b[`hY @/Ufb]b[`Dfc`YVj ; fUbh	-bWYUgYX`gh XYbh UW]Yj Ya Ybh`h`fci [\\ Wff]W`i a `UbX`hYWbc`c[m]b]h[fU]cb 8@5 7ca a cb`5ggYgga YbHg	DLA's, STAAR Tests, Summative Evaluations

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	System Safeguard	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Campus Extension	○	Implement Fast Facts incentive for grades 1-5 in which students can earn an AR tag for demonstrating mastery of addition, subtraction, multiplication, and/or division facts.	Math teachers, Math and Science Instructional Coach	FASTT Math fact fluency program by Scholastic		State, Title I (can Title I fund AR tags)	Ongoing assessment within FASTT Math program to track student progress	FASTT Math Assessments, SMI beginning, middle and end of year assessments, STAAR
Campus Extension	○	Each teacher will have math manipulatives checked out to them and be responsible for their return at the end of year. Math Manipulatives still needed will be purchased and added to classroom teachers inventory.	7'Uggfcca 'HYUMYfz A UH' UbX'GVYbW 7cUW			Title I	Gh XYbh[fUXYg'UbX dUfH'VdUj]cbz A UH' dfcV'Ya 'gc']b[	7ca a cb'5ggYgga YbhgZ GA =z 8@5gZ GH55F
Campus Extension	×	Systems Safeguard- Option B - Hispanic, Economically Disadvantaged,ELL math students- All classroom Math teachers grades K-5 will receive training and materials to incorporate Origo math materials on a regular basis to aid students in the masatery of math TEKS.	Classroom Math Teacher	Math and Science Instructional Coach		Title I	7ca a cb'5ggYgga YbhgZ 8@5g	GA =z GH55F
Campus Extension	○	Identified students needing instructional intervention in reading will receive forty five minutes of daily reading intervention using the Fountas and Pinnell Benchmark LLI kits and/or Phonics Blast.	Gh XYbhGi ddcfh HYUMYfg H]hY' =HYUMYfg	Instructional Coaches		?Ulm=G8 H]hY' = ; C:	@=-FYUX]b['5ggYgga Ybhg 8@5fg 7ca a cb'5ggYgga Ybhg	@=-Gi a a Uh] Y'5ggYgga Ybh GH55F
Campus Extension	○	Utilize Title III Immigrant Funds to supplement instruction provided to immigrant students.	Df]bV]dU' 5gg]ghUbhDf]bV]dUg	6]]b[i U'HYUa @YUXYf 9G@HYUMYfg	Scientific, research-based reform strategy Coordination/i ntegration fed./st./local services/progr ams	Title III Immigrant	PEIMS Identified Immigrant students	Gh XYbh5W]Yj Ya Ybh8UHU Gci fWg. Gh XYbh9b[U[Ya Ybh Gi V'YV]j Y'8UHU. K U'_h'fci [\g#CVgYfj Uh]cbg# ; fUXYg

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	System Safeguard	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Campus Extension	○	Math Intervention will be provided to targeted students in grades 2-5, during extended learning times that will incorporate grade-level TEKS to aid in re-teaching of not yet mastered TEKS.	H]hY' =HYUWYfgz 7'Uggfcca 'A UH HYUWYfg	Math and Science Instructional Coach		Title I	7ca a cb'5ggYgga Ybhz 8@5g	GA =z GH55F
Campus Extension	○	We will continue to invest in our leveled classroom libraries so that students have 'just right books' in their hands.	Title I, Language Arts IC, Academic Support Teachers	Instructional Coach		GOF, Title I	FYUX]b['dfc[fYgg =G-D# GhU]cb FYUX]b[' fUXYg 6YbW'a Uf_g 7ca a cb'5ggYgga Ybhz	GH55F =gd
Campus Extension	○	We will continue to encourage a reading community by establishing family book studies.	Title I, Language Arts IC, Academic Support Teachers	Instructional Coach		GOF, Title I	FYUX]b['dfc[fYgg =G-D# GhU]cb FYUX]b[' fUXYg 6YbW'a Uf_g 7ca a cb'5ggYgga Ybhz	GH55F =G-D

Category	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)	
Required Local	I H]hY' Vt' UvcfU]j Y HYUa k cf_ Zcf]bgrfi V]cbU d'Ubb]b['hc']bW XY. f '8UH'UbUmg]g Vmi[fUXYz g V'YVz ghi XYbh[fci dz UbX dfc[fYgg'a YUgi fy f '8UH'UbUmg]g h'fci [\ fZYV]j Y'ei Ygh'cbg'i g]b['hY @UX(K UFX' d'fcWggYg f : fUXY' Yj Yz'j Yfh]Wz UbX' #cf']bhYfx]gVd']bUfmiHYUa a Yfh]b[g'Zcf' XUH'UbUmg]g UbX'X]Uc[i Y f '8Yj Y'cda YbhczUb]bgrfi V]cbU' d'Ub#5V]cb' D'Ub VUgYX' cb' XUH'UbUmg]g'hc' VY]bW XYX']b' h'Y' Wda di g]a d'fcj Ya Ybh'd'Ubg f '-bx]j]xi U' gi XYbhXUH UbUmg]g UbX' ghi XYbh[cU gY]h]b[gYgg]cbg	Df]bV]dU 5gg]gh" Df]b" HYUa '@UXYfg =bgrfi V]cbU '@UXYfg']d HYUa # =bgrfi V]cbU' 7cUWYg	9l "8]fV]tcfz FYgYUfVWz'5ggYgga Ybh UbX'5WVzi b]Uv]]jm 8UH'5bUmg]g'Gczk Ufy fBK 5F9L @UX(K UFX'k YV]bUfg UbX'cb']bY'fYgci fWg	Highly qualified teachers and staff Teachers in decision-making on added high quality student assessment Monitors to ensure effective additional assistance		GOF	i '9j U] U]cb' UWz'fx]b['hc' 8@5 W]YbXUf i '=bgrfi V]cbU' 7cUW a Yfh]b[g'YUW' a cbh' Ug Yj]XYbWX' cb' h'Y' U[YbXU i '7cbj YfgU]cbg'k]h 9l YV]h] Y '@UXYfg']d' HYUa a cbh' m i '9j]XYbW' cZ]ZYfybh]UH'X]bgrfi V]cb']b' Yggcb' d'Ubg k Y'Y_m	i '8@5' fYdcfrg' UbX' a Yfh]g i '9bX]cZ]M]Uf' GH55F' fYdcfrg i 'Gng]Ya 'GUZY[i UFX'8UH i '8]gh]bV]cb'8Yg]l b]h]cb XUH i 'D6A 5G']bX]W]h'cf'g'Zcf' 9@z GD98z'UbX' B7@6

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Required Local	fHYWbc'c[m Dfcj]XY' cddcfh b]hYg]bW' gj] Y'cZdfcZgg]cbU XYj Y'cda Ybhz'hc' Vi]X VdUW]hmcZHYUWYfgz df]bVdU'g'z' UbX' ch'Yf' g'fUZZ'hc]bhY[fUHY' a i' h'd'Y' HYWbc'c[m hcc'g'fY'Yj Ubh'hc' h'Y' X][]hU "YUfbYf" : cf' &\$%!'&\$%& Ub Yi dUbXYX']a d'Ya YbhU]cb'cZ i' gY'cZa cV]Y"YUfb]b[XYj]W'g'UbX'K']:"	Df]bVdU'g -bgf]i W]cbU' @YUXYfg']d HYUa #=bgf]i W]cbU' 7cUWYg HYgh]b['7ccfX]bU'rcf Ug Udd']WVY	i' HYWbc'c[m 8]]g]cb i' HYUW]b[/ @Ufb]b['8]]g]cb	Scientific, research- based reform strategy Professional development		i' 5ggYgg' d'fc'YW]cb]bhY[fU]cb !!dYf' gYa YghYf i' 5ggYgg' h'Y' Yj Y'cZ gc'V]U' bYk' cf_]b[]bhY[fU]cb !!dYf' gYa YghYf i' 5ggYgg' h'Y' Yj Y'cZdcX UbX']]XYc' W]gh]b[]bhY[fU]cb !!dYf' gYa YghYf	i' 9bX' EcZ' nYUf i' X'Yb]h]Z]YX' W'ff]W' Uf WU]b[Yg' a UXY']b' ? A 57' hc ZUW]]hU]h']HYWbc'c[m]bhY[fU]cb i' 8YZ]bYX' =bgf]i W]cbU' gh'fUHY[]Yg']b' ? A 57 ZUW]]hU]h']HYWbc'c[m]bhY[fU]cb i' GdYW]Z]WYggcb' d'Ub]g']b ? A 57' i' h']h]b[]HYWbc'c[m]bhY[fU]cb U][]bYX' hc' H9? G UbX' GH55F
Required Local	O]hYX' UbX HU'YbhX#5Xj UbWX' 5WXYa]W Gh' X]Yg' fl' #H#55GtQ Dfcj fUa' cdh]cbg' YbU'Y : #H#55G' gh' XYb]g' hc' k' cf_ hc[Yh' Yf' Ug' U' [fci' dz' k' cf_ k']h' ch' Yf' gh' XYb]g'z' UbX k' cf_]bXYdYbXYbh]mXi' f]b[h'Y' g'W'cc' XUn#Ybh]fY' nYUf" Dfcj]XY' Ci' H'cZ' G'W'cc' cdh]cbg' fY'Yj Ubh'hc' gh' XYb]g' UfYUg' cZ' g'fYb[h'Z' g' W' Ug 8Ygh]bU]cb' =a U[]bU]cb" Dfcj]XY' cddcfh b]hYg' hc UWV' YfUHY']b' UfYUg' cZ gh' XYb]g' fYb[h'g F' YW]]h' UbX' fYH]b' gh' XYb]g']b' UXj UbVWX' Wd' fgyg	Df]bVdU' 5gg]gh' Df]b" 7ci' bgY' c'fg : H: UW]]h' hc' f#HYUWYfg	GT/AAS Department	Scientific, research- based reform strategy Coordination/i ntegration fed./st./local services/progr ams Monitors to ensure effective additional assistance		A UghYf' g'W'YXi' Y' dYf gYa YghYf 7' Ugg' fcghYfg' dYf' gYa YghYf 8Ygh]bU]cb' =a U[]bU]cb HYUa g DYbhU]h' cbz' 5WXYa]W 8YW]h' cbz' UbX' ch' Yf 5WXYa]W7ca dYh]h'cbg' dYf Wda dYh]h'cb' g'W'YXi' Yg 769' dYfa]gg]cbg' dYf UWXYa]WUfYU' #dYf gYa YghYf G'W'YXi' Y' WU]b[Yg' dYf gYa YghYf	Df]bVdU]cb']b' 8Ygh]bU]cb =a U[]bU]cb DYbhU]h' cb 5WXYa]W8YW]h' cb Ch' Yf 5WXYa]W7ca dYh]h'cbg Gh' XYbhYbfc' a Ybh]b Wd' fgyg UXj UbVWX' Zcf' [fUXY << A G=8UHU 7ca dUf]gcb' cZ' WUgg' fcghYfg! !VY[]b]b[] UbX' YbX' cZ gYa YghYfg

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Required State	fGG=Ł A cb]rcf' drc[fYgg'cZgh XYbtrg ZU]]b['hc'a YYhGG=dfca ch]cb fYei]fYa Ybtrg]b' h.Y' dFy]ci g UWUXYa]WmYUf' UbX' drcj]XY fYa YX]U]cb j]U'g' dd'Ya YbU a UH'f]U'g' UbX' g'Yfj]W'g' Drc[fYgg' k]' VY' fYVt'fXYX' cb h.Y' UWY' YfUH'X']bgrfi V]cb d'Ub/]b'Yf]a' fYdrcfh' UbX cddcfrh b]h]Yg'hc' Vt'bzYfYbW k]' VY' drcj]XYX' hc' dUfYbtrg' cZ]XYbh]ZYX' ghi XYbtrg'	7Ua di g'df]bV]dU' 7Ua di g']bhYf] Ybh]cb gi ddcfrh]gUZZ 7ca dYbgUrcfrn# YXYfU' Drc[fUa g' GUZZ	7/ '=8YdUfha Ybh 7ci bgY'cfgz' Ug Udd]WVY	Scientific, research- based reform strategy Coordination/i ntegration fed./st./local services/progr ams Teachers in decision- making on added high quality student assessment Monitors to ensure effective additional assistance		i' 5WV' YfUH'X']bgrfi V]cb' d'Ub i' 6YbW'a Uf_ XUH#7CHG XUH# g'Yfj]W' c[g'z' drc[fYgg fYdrcfh'z' fYdrcfh'W'FXg' dYf X]grf]V]W'YbXUf' h]a Y]bYg i' 7cbZ'fYbW' fYVt'fXg	i' Gdf]b['X]grf]V]W'g'UH' UggYgga YbhXUH'z' dfca ch]cb# fYh]b]cb' XUH'z' fYdrcfh'W'FXg
Required State	f]]ZNY' UbX' HU'YbhYXŁ 9j YfmiH'UWYf' Ugg]] bYX' hc' H'UW' U'; H' Vt'i f'g' \Ug UH]]bYX' fYei]fYX' '\$' \ci fg' cZ ; H' fU]]b]]b. UŁ' BU' h' fY' UbX' b'YXg' cZ; #H ghi XYbtrg Vt' 5ggYgg]b['UbX']XYbh]Zmb[; #H' ghi XYbh]b'YXg Vt' 7i ff]W' i' a' UbX']bgrfi V]cb Zcf; #H' ghi XYbtrg XŁ' 5ggYgg]b['gcV]U' UbX Ya ch]cbU' b'YXg' cZ; #H ghi XYbtrg YŁ' 7fYU]]]miUbX']bgrfi V]cbU' grfUH' []Yg Zcf; #H' ghi XYbtrg'	Df]bV]dU' 5gg]ghUbhDf]bV]dU' =bgrfi V]cbU' Df]bV]dU' =bgrfi V]cbU' @YUXYfg\]d HYUa 7ci bgY'cfg ; H: UWY]]Urcf	; #H' 7cbgi 'hUbrg FY []cb' =]: #H' 8]f" <ci g'rcb' 5fYU' 7ccd' cb ; #H ; H#55G' 8Ydh' 7c''Y [Y' 6cUFX	Highly qualified teachers and staff Professional development Strategies to attract highly qualified / trained	H95' FY]a Vi fgYa Ybtrg 5D' Gh' XYbh' 5k UFX ; i bX]b[	i' 7Yfh]ZV]W'h'g' cZ 5H'h' bXUbW Zcf; #H' dYf' gYgg]cb i'; #H' DrcZ 8Y] "' G] [b]]b' dYf gYgg]cb i' CVgYf] U]h]cbg' dYf' YUW' k U_ h' fci [\	i' 'M'Uf' YbX'; #H' DrcZygg]cbU' 8Yj "' F'YVt'fXg Zcf' YUW'; H HYUWYf i' 9j]XYbW' cZ =a d'Ya YbhU]cb i' 'HYUWYf' 5ddfU]g' YbX' cZ E mYUf i' CVgYf] U]h]cb' F'YVt'fXg i' 'YbX' cZ E mYUf i' '\$' <ci f' 5k UfYbYgg 7Yfh]ZV]W'h'g

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Required State	fl jZHX'UbX' HU'YbhYXŁ -b'W'U'UvcFUh'cb'k' jh gdYVU'jgh'j' b' Vēbh'bh'UFYUgž ja d'Ya Ybh'UbX'Yj U'i UHY XYj Y'cda Ybh'cZ XjZy'fYbh'UH'X' W'ffj'W' i a 'Zcf a Y'Yh'j' b' b'Y'X'g'cZ [jZHX gh' XYbh'g' i g'j' b' 'YZY'V'j' Y]bg'f' i' W'j'cb'U' h'V'W'j'ei Y'g' h'U'h a Y'Y'h'Y' b'Y'X'g'cZ [jZHX 'Y'U'f'Y'f'g'	Df'j'V'j'dU' 5gg'gh' D'f'j'b" -bg'f' i' W'j'cb'U' @Y'U'X'Y'f'g' j'd HYUa 7'U'gg'f'c'ca' 'HY'U'W'Y'f'g' ; H: U'W'j'j'U'f'c'f' 7'c' i' b'g'Y'c'f'g'	8]f' "cZ; H# '5Xj "'5VW'XZ Gh' X]Y'g' f'55GŁ HY'U'W'Y'f'g' -bg'f' i' W'j'cb'U' @Y'U'X'Y'f'g' j'd HYUa ; H: U'W'j'j'U'f'c'f' ; H#55G -bg'f' i' W'j'cb'U' 'C'Z]W'f'	Scientific, research- based reform strategy Coordination/i ntegration fed./st./local services/progr ams Strategies to attract highly qualified / trained		i' @Y'gg'c'b' D'U'bg'k' Y'Y'_m i' '7i' ff]W' i a '8cW'a Y'bh'g i' K' U'_j' h'f'c' i [\g#C'V'g'Y'f'j' U'h'j'c'bg	i' '9b'X'c'Z'n'Y'U'f' f'Y'd'c'f'h'W'f'X'g i' '8]g'f'j'W' i' c'f' W'a' d' i' g Y'j' U' i' U'h'j'c' b' g' i' f'j' Y'm'g i' '5D'g'V'z'f'Y'g i' 'Gh' X'Y'bh'd'f'c'X' i' W'g'
Required State	fl jZHX'UbX' HU'YbhYXŁ 7'cb'X'i' W'j'U'bb'i' U' ; H'g'W'Y'Y'b]b[V'm'z'c'ck' j'b['h'Y'X'j'g'f'j'W'k' j'X'Y d'f'c'W'X'i' f'Y'g' Z'c'f' f'Y'Z'f'f'U'z g'W'Y'Y'b]b[ž'U'X' j'X'Y'bh'Z'W'h'j'c'b c'Z'g' i' X'Y'bh'g' '9a' d' \U'g'j'n'Y' c'b Z'j'X'j' b['U'X' j' b'X'Y'bh'Z'j' b[i' b'X'Y'f'f'd'f'Y'g' b'bh'X' [f'c' i' d'g'	Df'j'V'j'dU' 5gg'gh' D'f'j'b" 7'c' i' b'g'Y'c'f' ; H: U'W'j'j'U'f'c'f' #HY'U'W'Y'f'g' 7'Ua' d' i' g' G'Y'Y'W'j'c'b 7'ca' a' j' h'Y'Y'g'	; #H'D'f'c' [f'Ua' ; i' j'X'Y HL' G'U'Y' 'D'U' b' Z'c'f' ; H 9'X' i' W 8]f' " ; H#5Xj "'5VW'X" Gh' X]Y'g' -bg'f' i' W'j'cb'U' 'C'Z]W'f' Z'c'f' ; H#55G 8]g'f'j'W' i' D'Y'f'g'c'bb'Y' D'U'f'Y'bh' #HY'U'W'Y'f'g' #G'U'Z'Z	Coordination/i ntegration fed./st./local services/progr ams Teachers in decision- making on added high quality student assessment		i' 'Gh' X'Y'bh'f'Y'Z'f'f'U'g' d'Y'f' X]g'f'j'W' i' ; H'g'W'Y'Y'b]b['W'j'Y'X'U'f' i' ; #H'd'U'f'j'W'j'U'h'j'c'b' f'c'g'h'f'g' d'Y'f' g'Y'a' Y'g'h'Y'f' i' '9'h' b]W'j'm'f'Y'd'c'f'g'd'Y'f' g'Y'a' Y'g'h'Y'f' i' 'G'W'Y'Y'b]b['f'Y'g' i' g'j' d'Y'f' g'Y'a' Y'g'h'Y'f' i' '7'Ua' d' i' g' W'a' a' i' b]W'j'c'b' U'X'U' U'bb'c' i' b'W'a' Y'bh'g' d'Y'f' g'Y'a' Y'g'h'Y'f'	i' 'Gh' X'Y'bh'f'Y'Z'f'f'U'g' d'Y'f' X]g'f'j'W' i' ; H'W'j'Y'X'U'f' i' ; #H'D'9-A' G'X'U'U' d'Y'f' g'Y'a' Y'g'h'Y'f' i' '9'h' b]W'j'm'f'Y'd'c'f'g'd'Y'f' g'Y'a' Y'g'h'Y'f' i' 'G'W'Y'Y'b]b['f'Y'g' i' g'j' d'Y'f' X]g'f'j'W' i' W'j'Y'X'U'f'
Required State	Conduct annual program evaluation per program [CTE, SCE., G/T, ELLs (English Language Learners)] under the direction of respective program areas utilizing student performance data derived from special populations for the purpose of program review and revision	7 / ' =8] j' g]c'b' 7'cb'Y'bh G'd'Y'V'U'j'g'g' D'f'c' [f'Ua 8]f'Y'V'W'f'g' 7'Ua' d' i' g' D'f'j'V'j'dU' 7'c' i' b'g'Y'c'f'g' ; H: U'W'j'j'U'f'c'f'g'	D'Y'f' D'f'c' [f'Ua 5'dd' j'W'W'] j'm ; H#55G' 8'Y'dh 7'ca' d'Y'bg'U'f'c'f'n' #Y'X'Y'f'U' D'f'c' [f'Ua' g' 8'Y'dh' 8'Y'dh' c'Z' C'h'Y'f' @U' b[i' U' [Y'g'	Scientific, research- based reform strategy Coordination/i ntegration fed./st./local services/progr ams Monitors to ensure effective additional assistance	SCE	D'Y'f' D'f'c' [f'Ua' '5'dd' j'W'W'] j'm i' '6'Y'b'W'a' U'f' 'X'U'U' #7' C'H'G X'U'U' #g'Y'f' j'W' 'c' [g'z' d'f'c' [f'Y'g'g f'Y'd'c'f'g'z' f'Y'd'c'f'h'W'f'X'g' d'Y'f' X]g'f'j'W' i' W'j'Y'X'U'f' h'a' Y' j' b'Y'g	D'Y'f' D'f'c' [f'Ua' '5'dd' j'W'W'] j'm 9'b'X' i' c'Z' n'Y'U'f' i' 'G'h'U'Y' U'gg'Y'g'g'a' Y'bh'X'U'U' f'G'H'5'5'f' H'9'@D'5'G'Łz' d'f'c'a' c'h'j'c'b' #Y'h'Y'bh'j'c'b' X'U'U' i' 'D'U'f'Y'bh' #G'h' X'Y'bh'G' i' f'j' Y'm'g

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Required State	fGhUHY'7ca d''9X''L I h]nY'gdYVWU'gfrfj#9GC@ : UWY]hucfg'hc'Ugg]ghk]h gi dd'Ya YbhU'5Hf]g_ gyfj]Wg]b' h'Y Vcbh'bh'UYUg f @b[i U[Y'5fng f A UH f GvYbW f GcVU'Gh X]Yg f CH'Yf]bW'XYg'9GC@/ 6]b[i U'gi ddcfz'FYUX]b[-bh'fj Ybh]cb'gdYVWU]grz 8ng'YI]U' -bh'fj Ybh]cb dfc[fUa	Df]bV]dU -bgfri V]cbU'Gi ddcfh GHZZ 7ca dYbgUrcfm# YXYFU Dfc[fUa g'GHZZ 9GC@ZUW]hucfg		Scientific, research- based reform strategy Highly qualified teachers and staff Coordination/i ntegration fed./st./local services/progr ams Monitors to ensure effective additional assistance	SCE, Title III, Title I	i '6YbW'a Uf_g dYf X]grf]M WYbXUf i 'FYdcfh'7UfX' dYf[fUX]b[dYf]cX i 'Dfc[fYgg'FYdcfng' 'k _g VYZ'fY'YUW' fYdcfhWfX i '9b[''5V'i]g]h]cb A YUgi fY DYf]cX]WgWYXi 'Y i 'Dfc[fYgg' A cb]hcf]b[A YUgi fYg i '-G-D'6Y[]bb]b['cZM''FYdcfh i '8ng'YI]U'9] U'i U]h]cb / 5ggYgga YbhFYdcfng	9bX]cZ]MUF i '-G-D'FYdcfng i '!'-DH i 'GH55F i '8ng'YI]U -bh'fj Ybh]cbDfc[fYgg A YUgi fY i 'H9@d5G \$
Required Federal	fGdYVWU'9Xi W]h]cbL A cb]hcf]@'9'fU]c" 8Y]Y'cd'WLa di g'WdUW]mirc gi ddcfh]bW]g]Y dfc[fUa a]b['Zcf'gri XYbrg k]h'X]gUW]h'Yg' 9j U'i UH'WLa di g'@'9'fU]c	Df]bV]dU 7Ua di g'GdYVWU'9X" 8YdUfra Ybh GdYVWU'9X" 5Xa]b]grfU]h]cb	GdYVW'9X''5Xa]b''HYUa FY[]cb'-'@'9'gcZk UfY fYdcfng 8YdUfra YbhHfU]b]b[	Scientific, research- based reform strategy Professional development		i '7Ua di g]@'9'fYdcfngdYf YUW' '*k YY_g i '-bgfri V]cbU'5ffUb[Ya Ybh 7cXYg i 'CVgYfj U]h]cbg]cZfYgYUfW! VUgyX'grfU]h]]YgXi f]b['k U'! h'fci [\ 'UbX D85G'UddfU]gU' dfcWgg dYf'WLa di g]X]grf]M WYbXUf	i '7Ua di g]@'9'fU]c'Ubbi U' fYdcfh i '9GD'-bgfri V]cbU' 5ffUb[Ya Ybh'7cXY'FYdcfng
Required Federal	fGdYVWU'9Xi W]h]cbL fGH55F L 9]Ua]bY'U''GH55F'fYgi 'hg Zcf' dYfWbWU['Y'cZgri XYbrg a Y]h]b['ghUHY'g]ubXUfXg' fGH55F Z'GH55F 5@H9FB5H9'L	Df]bV]dU 8]U[bcgh]W]ub GdYVWU'9X''HYUa @YUXYf 7Ua di g'GdYVW'9X''fGD9L 5Xa]b]grfU]hcf	GD9'5Xa ''HYUa 5WZ'i bhUW]]mi# FYgYUfW'8Ydh'	Teachers in decision- making on added high quality student assessment		6YbW'a Uf_]b['hYgng !!H'fYy'k YY_'fYdcfng !!G] 'k YY_'fYdcfng	7cbZ]XYbh]U'Gh'XYbhFYWf'fXg f7GF L GH55F'fYgi 'hg
Required Federal	fGdYVWU'9Xi W]h]cbL HFU]b'U''gdYVWU'YXi W]h]cb ghUZZ'Vi]X]b['Uxa]b]grfU]hcfz' UbX'VZ'i bgY'cfg'cb'GdYVWU' 9Xi W]h]cb' dfc[fUa VZ'a d']UbW''	GdYVW' 'DUh'' 8]U[bcgh]W]ub 8]U[bcgh]W]hYUWYf 7ci bgY'cfg 7Ua di g'5Xa]b]grfU]h]cb	FH=XUH'Ug'Udd']WVY GD9'5Xa ''HYUa GD9'FY[i 'U]h]cb GD9'5F8' ; i]XY	Professional development		H]a Y]bY#FYZfU'@'[g HFU]b]b['U[YbXUg'UbX fY[]grfU]h]cbg	i '9bX]cZ]mYUf'h]a Y]bY# fYZfU'XUHU i 'H95'VZ'a d']U]brg i 'D6A'5G'fYdcfh

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Required Federal	fPb['jg\ '@b[i U[Y '@UfbYfgt A cb]rcf 9@@GfUWXYa]W dfc[fYgg'UbX' 'b[i]gh]W gi ddcfhVmYbgi f]b['h.UhH.Y 9@dG'fPb['jg\ '@b[i U[Y DfcZ]WYbVhGHUbXUFxg'UFY]a d'Ya YbhYX']b' U'' VzbhYbh UfYUg' i h]nY H9@D5G' fHYI Ug 9b['jg\ '@b[i U[Y DfcZ]WYbVh GHUbXUFxg' UbX' GH55F fYg' 'hg'rc' a cb]rcf' 5MD dfc[fYgg'cZ 9@@gh' XYbrg' HFU]b' U'' 9@@ghUZZ UXa]b]ghfUrcfg' UbX Vti bgY'cfg'cb' h]a Y']bY fYei]fYa Ybhg' UbX' ghUH Yt'a]UbWz']bW' X]b['@D57]b]h]U' HFU]b]b[fU Yf]Z]W]h]cb UbX' CUh'gtz' =DH' UbX' G5H!%\$z GH55F z' GH55F '@' UbX H9@D5G	7Ua di g'5Xa]b]ghfUh] Y GHUZZ 9G@HYUWYfg 8YdUfra YbhczCH.Yf @Ub[i U[Yg	7YbfrU' 5Xa]b]ghfUh]cb @Ub[i U[Y DfcZ]WYbVh 5ggYgga Ybh7ca a]HYY f@d57t @D57'8YV]g]cb!A U_]b[DfcWgg		GOF	i '59@d'f5WV'YfU]h]cb'cZ 9b['jg\ '@b[i U[Y DfcZ]WYbVh' d'Ub i '9@@5WVt'a a cXU]h]cbg WYVW']gh#GH55F @ i '7\Ufhdfc[fYgg'cZa cb]rcfYX ghi XYbrg'YUW' b]bY k YY_g	i '5g'Uddfcdf]UHYz'YbX!cZmYUf UbU'ng]g'cZH9@D5Gz'UbX GH55F '@' UbX' @D57'g' a a Ufm fYdcftg

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Required Federal	H|hY' =5 H|hY' = Dfcj 'XY' d'fcZygg]cbU' XYj 'Y'cda Ybh H.Uh]bWYUgYg'_bck 'YX[Y UbX'g_]g'fY'UH'X'hc f 'j Yff]W' U][ba Ybhcz Wff]W' i a f gWYb]ZVW' m'VugYX' fYgYUFW dfc[fUa g f]bgf] W]cbU' g'fUHY[]Yg'hc a 'YYh'Y' b'YYXg'cZ'X]j 'YfgY g'h 'XYbh'dcdi 'U]h'cbg" f]bhY[fU]h'cb'cZ'HY'W'bc'c[m]b'hc' W'ff]W' U'UbX']bgf] W]cb Z'cf']a d'fcj]b['HYUW]b[z 'YUfb]b[z'UbX' HY'W'bc'c[m ']h'fUW'h f GH55F 'h'g]b['UbX' h'Y' g'UHY W'ff]W' i a 'gh'UbXUfXg'fH9?Gk]b' h'Y' V'eb'h'bh'UfYUg'cZ 9b[']g' #@ub[i U[Y'5f'rgz'gc'V]U g'h 'X]Yg'z' UbX'#cf' g'WYbW'z UbX' #cf' a U'h" f -bW' XY' c'dd'cfh' b]h]Yg'Z'cf HY'UW'Yfg'hc' VY' V'U'W'YX'z UH'Y'bx'g' g'U]b'YX' f'fU]b]b[g#]b !gYfj]W' g'Ygg]cbg'UbX dfcZygg]cbU' XYj 'Y'cda Ybh'#_cf_g'cdg UbX'#cf' V'eb'Z'fYbW'g'hc['Y'h'Yf k]h' g'f] W' fYX' Z'ck' i d"	Df]bV]dU' / '5gg] Df]bW HYUa '@YUXYfg 7Ua di g' -bgf] W]cbU' Gi ddcf]#-bgf] W]cbU' 7cUWYg	7cbh'bh5fYU GdYV]U]g'rg -bgf] W]cbU' C'Z]W'f'Z'cf h'Y'8YdUf'ra Ybh'cZ Ch'Yf'@ub[i U[Yg	Highly qualified teachers and staff Coordination/i ntegration fed./st./local services/progr ams Professional development	H|hY' =5 H|hY' = f]@9D#-a a][fU]b]t H|hY' =	i '5dd']M'V'Y' Z]f'gh'cZ'm'Uf h'g]b[i 'Dfc[fYgg'F'Ydcf'rg' E'' k 'YY_g'VY'Z'fY' fYdcf]W'FX i 'F'Ydcf]h'7Uf'Xg' 'YUW' '[fUX]b[dYf]cX i '6YbW'a Uf_'h'g]b['dYf X]g'f]W]W'YbXUf i '5[YbXUg'z'G][b!]b]g/ '9] U" dYf'YUW' f'fU]b]b[i '5dd']M'V'Y' 9@@ g'WY'Yb]b[#b]h]U' g'WY'Yb]b[dYf'X]g'f]W]W'YbXUf'UbX' YbX !cZ'nYUf' g'WY'Yb]b[i '5dd']M'V'Y' GH55F' XUf' dYf X]g'f]W]W'YbXUf	i 'a d'Ya Yb]h]cb'Gi f] Ym i 'HYUW'Yf'Gi f] Ym i 'HYUW'Yf'5dd'fU]g]Ug i 'Gh'XYbh'Gi f] Ym i '9bX'cZ'nYUf'Udd']M'V'Y h'g]b['fYg' 'hg i '@57'Gi a a Ufm i '5Xa]b]g'fU]h] 'Y'Gi f] Ym
Required Federal	f]h]hY' =z'5k H'Y'75H'z'HY'UW'Yfg'UbX UXa]b]g'fU]h'c'f'g'k]' V'eb' d'Y'h dfcZ'XYj "']b' W'Uf'm'XYZ]b'YX Z'cW'g'UfYUg'hc' a 'YYh'bc'7\]X @/Z'h'6Y\]bX'fB'7@6z'8]g'f]W]m UbX' W'a di g[cU'g'UbX dU]h]W]dU'Y']b' Udd']M'V'Y W'a di g'UbX' X]g'f]W]m' d'fcZ' XYj "' g' f] Ym'UW' d' b]h]U]]m f'fU]b]b["	Df]bV]dU' 5gg]gh'Ub]h'Df]bV]dU' HYUa '@YUXYfg 7Ua di g' -bgf] W]cbU' Gi ddcf]h	Content Area Specialists	Highly qualified teachers and staff Coordination/i ntegration fed./st./local services/progr ams Professional development	Title II A	i 'DfcZ'XYj "' XcW'a Yb]h]cb'! dYf'f'fU]b]b[i '7Ua di g'g' f] Yng'! 'Gdf]b[	i 'Gi a a U]h] 'Y'Udd'fU]g]Ug i 'fYg' 'hg'cZ'g' f] Yng i 'GHUZZ'Gi f] Ym

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Required Federal	<p>fGhUHY 7ca d" 9X"LE I H]hY gdYVWU]grfj#9GC@ ZUWY]hUrcfg'hc Uggighk]h gj dd'Ya YbhU' 5Hf]g_ gYfj]Wg]b' h'Y VcbhYbhUYUg. † @ub[i U[Y' 5ftg † A UH † GVYbW † GcVU' Gh X]Yg † CHAYf]bW XYg. FYUX]b[-bhYfj Ybhjcb'gdYVWU]grz 8ngYI]U' -bhYfj Ybhjcb dfc[fUa 'UbX 9G@ZUWY]hUrcfg k \c XYg] [bz XY]j Yf'UbX a cXY' "Yggcbj ZcF hYUWYfg cZ 9@@gh XYbtrg"</p>	<p>Df]bV]dU -bgf] V]cbU' Gi ddcfh GHUZZ 7ca dYbgUrcfm# YXYfU' Dfc[fUa g'GHUZZ 9GC@ZUWY]hUrcfg</p>		<p>Scientific, research-based reform strategy</p> <p>Highly qualified teachers and staff</p> <p>Coordination/integration fed./st./local services/programs</p> <p>Monitors to ensure effective additional assistance</p>	<p>G79Z H]hY' == f]@9D#-a a] [fUbrgt: H]hY' =</p>	<p>i '6YbW]a Uf_g dYf X]grf]M WYbXUf i 'FYdcfh7UfX' dYf' [fUX]b[dYf]cX i 'Dfc[fYgg'FYdcftrg' 'k_g VYZcFY YUW' fYdcfhWfX i '9b["5V6i]g]h]cb AYUgi fY DYf]cX]WgWYXi 'Y i 'Dfc[fYgg' A cb]rcf]b[AYUgi fYg i '-G-D 6Y[]bb]b['cZM" FYdcfh i '8ngYI]U' 9] Ui U]h]cb / 5ggYgga YbhFYdcftrg</p>	<p>9bX]cZ]M'UF i '-G-D FYdcftrg i '!' =DH i 'GH55F i '8ngYI]U' -bhYfj Ybhjcb Dfc[fYgg' A YUgi fY i 'H9@5G i 'HY'Ug'@Y'S</p>
Required State and Federal	<p>fGhUHY 7ca d" 9X'UbX' H]hY' =LE -XYbhZmUhf]g_ 'UbX' Y'] []VY H]hY' =gh XYbtrg/ dfcj]XY h.Ya 'k]h' gj dd'Ya YbhU' gYfj]Wg/ UbX' a cb]rcf dfc[fYgg'cZ 9@@gh XYbtrg: A UHf]Ug'gYfj]Wg]bW XY. a Ub]di 'U]j YgZ']hYfUW'h a UHf]UgZ' GH55F 'gi ddcftrz 6YzcfYz 8i f]b[z 5ZHYf gWcc` h' hcf]Ug/ Gi a a Yf'GWcc` / 9GC@a UHf]Ug/ 7ca di hYf UggighX']bgf] V]cb. ?C@5/9G@fYUX]b['ga Ufh/ 5W.]Yj Y' '\$\$\$/ 8nbYX 8fcdci hdfYj Ybhjcb#fYhYbhjcb gYfj]Wg</p>	<p>Df]bV]dU HYUa '@YUXYf -bgf] V]cbU' Gi ddcfh GHUZZ -bhYfj Ybhjcb' GdYVWU]grg 7ca dYbgUrcfm# YXYfU' Dfc[fUa g'GHUZZ 8YdUftra YbhczCHAYf @Ub[i U] Yg</p>		<p>Scientific, research-based reform strategy</p> <p>Highly qualified teachers and staff</p> <p>Coordination/integration fed./st./local services/programs</p> <p>Monitors to ensure effective additional assistance</p>	<p>SCE 2 FTE's at \$115,350, Title I, Title III</p>	<p>i '6YbW]a Uf_g dYf X]grf]M WYbXUf i 'FYdcfh7UfX' dYf' [fUX]b[dYf]cX i 'Dfc[fYgg'FYdcftrg' 'k_g VYZcFY YUW' fYdcfhWfX i '9b["5V6i]g]h]cb AYUgi fY DYf]cX]WgWYXi 'Y i '-G-D 6Y[]bb]b['cZM'UF fYdcfh i 'Dfc[fYgg' A cb]rcf]b[AYUgi fYg i 'D9-A G' FYdcftrg'@Uj Yf'XUHU</p>	<p>9bX]cZ]M'UF i '-G-D FYdcftrg i '5bbi U' =DH i 'GH55F fYgi 'rg i 'H9@5G i '8fcdci hXUHU i 'HY'Ug'@YD</p>

Katy ISD Campus Improvement Plan ~ Work Plan

Core Area

Safe and Orderly Working and Learning Environment

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

Campus Goal: In order to meet the diverse needs of our community, we will create a safe, positive, learning environment which fosters healthy relationships between students, teachers and the community by focusing on "PAWS"itive behavior through Positive Behavior Initiative and Support (PBIS).

Objectives: Bear Creek Elementary will decrease discipline referrals by 15% overall.

Bear Creek teachers and staff will increase the amount of specific positive reinforcement used through the use of Cougar Cash and student incentives.

Bear Creek Elementary will use a campus collaborative model for decision-making and improvement for safety, security, and creating a positive learning environment through the PBIS, Team Leader, and Content Focus Groups.

All staff will participate in a school-wide behavior management plan to involve students in positive learning experiences and be rewarded themselves for going beyond the call of duty.

The district's "Core Essentials" curriculum will be implemented and recognized in students.

Category	System Safeguard	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Campus Instructional Focus	○	Our goal to have 100% of the BCE staff trained in Capturing Kids Hearts relationship development/management training will continue.	Df]bVWUž HYUWYfg'rc`ja d'Ya Ybh rfU]b]b[`]b`WUggfcca g'	Majority of Team Leaders and various staff members already trained.	Professional development	Title I	Improved student/teacher relationships	Reduction in discipline referrals.
Campus Extension	○	Anti-bullying program "Oskar" will be provided for all students and staff. A school-wide anti-bullying initiative will be continued through announcements, programs and class lessons.	Administrative Staff	PTA VP of Programs		DH5 ; C: ?Uhm=G8	Ongoing.	Decrease in bullying.

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	System Safeguard	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Campus Extension	○	School-wide staff training in Love and Logic management system will continue. Parents will be provided opportunities to attend Love and Logic Trainings for parents.	Love and Logic Campus Team	Lorena Zertuche, Carol Gallagher		Campus/District	Implementation during walk-throughs	Improved student behaviors
Campus Extension	○	Our campus emergency plan will continue to be utilized and we will continue to provide training to staff on safety procedures. We are also purchasing multiple signs to help prevent vandalism, improve the flow of traffic at dismissal by changing the buses to the front drive, and the car riders to the back staff parking lot. Keep the fire lanes, car rider and bus drive from being blocked.	Campus Safety Team	All campus staff		campus/district	trainings at staff meeting	improved response to emergency drills
Campus Extension	○	A school-wide character development Core Essentials program will continue.	Campus Teacher Teams	Carol Gallagher		?Ulm-G8 6YUf 7fYY_ 9Ya YbhUfm	Weekly lessons/monthly themes	Students practicing core essential values on a daily basis.
Campus Extension	○	We will provide our campus instructional paraprofessionals training in student management strategies.	@UXYfg\jd' h'Ua DUfUdfcZyggjcbUg	Df]bVhU#5"D' 7Ufc"; U"U[\YfZ WdI bgY'cf @GGD#6Y\Uj]cf -bhYfj Ybhjcb]gh"		BCE	PDR sessions	Improved behavior management strategies.
Campus Extension	○	Implement school-wide manners program with students through AM Cougar News, teacher led discussions, displaying of manners posters in the hallways.	All campus staff	Leadership Team		BCE	Weekly focus on a manner to look for throughout the school year	Improved manners demonstrated by students

Katy ISD Campus Improvement Plan ~ Work Plan

Core Area

Effective and Efficient Operations

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

Campus Goal: BCE will carefully plan the allocation of all resources to maximize student achievement.

Objectives: To purchase essential technology resources such as computers and i-Pads to utilize web-based intervention programs for students.

5`][b`U`Z]bUbWg`hc`gi ddcfh`Wla di g#X]gr]Mh [cU`g`UbX`gh XYbh`UW.]Yj Ya Ybh`
7cbh]bi Y`hc`XY] Y`cd`U`a`Ughf`g`W`YXi`Y`h`U`h`a`YYrg`h`Y`b`YYXg`cZU`Y`UfbYfg`

Category	System Safeguard	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Campus Instructional Focus	○	We will continue to grow and develop the leadership capacity of our campus leadership team to meet the considerable academic, behavioral, social and emotional needs of our Title I campus.	Df]bVhU` 5gg]ghUbhDf]bVhU` -bgf]i`V]cbU` 7ccfX]bUrcf` -bgf]i`V]cbU`7cUWYg` 7ci`bgY`cf`	8]gr]MhDYfgcbbY` HfU]b]b[`ZUW]hUrcfg`		H]hY`= DH5 ; C:	V]a`cbh`mia`YYh]b[g` UX`cW`a`YYh]b[g`	efficiently run campus
Campus Extension	○	Technology resources (email, phone messenger) Cougar Beat, marquee and school "drive by" signs to promote parents to volunteer and attend campus parent night activities will be continued, as well as Parent Link and teacher/grade level websites.	5Xa`]b` Gh`XYbh7ci`bWY` -bgf]i`V]cbU`7cUWYg`	District		7Ua`di`g`; C: 8]gr]Mh` H]hY`=	Improved communication	Improved attendance at functions.
Campus Extension	○	Campus implementation of a comprehensive master schedule to include all aspects of the school day will continue.	Classroom Teachers	Leadership Team		N/A	Improved time- management and time on task for students.	Less discipline referrals and improved student achievement.

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	System Safeguard	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Campus Extension	○	Students in grades K-5 will participate in targeted interventions and enrichment activities based on student data and needs during the six Upgrade days during ELT (Extended learning Time), Cougar Academy and Cougar Time.	Classroom teacher, student support teachers, ICs	K-5th grade teachers, intervention teachers and instructional coaches		N/A	Daily	DLAs
Campus Extension	○	All teachers provided with iPads, through BCE grant application process, will be provided with training to learn how to engage digital learners and utilize best practices with iPads on a daily basis. Teachers will have the opportunity to download free as well as paid for apps through district guidelines.	Classroom teachers, Classroom Technology Designer, Principal, Instructional Coach	District Trainers and Coaches		Title I	Gh XYbh[fUXYg'UbX dUfh]VdUhcZ 8@5gZ 7ca a cb'5ggYgga YbIrg	GH55F 'GA = -G-DZ: ' / 'D

Category	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Required Local	fHYWbc'c[m'D9-A G'8UHUL Gi Va]hYffc!ZY'Y'D9-A G XUH'hc'H95 Vma cb]rcf]b[UbX'j U]XU]b['UWVfUWncZ D9-A G'XUH'fYdcf]b[h.fci [\ 'XYg][bU]b['U Wla di g'D9-A G'5Xa]b]ghUrcf hc'VtcfX]bUHY'D9-A G'XUH gi Va]gg]cb#]bdi h# Yf]Z]W]h]cb UbX'dYfZcfa 'ch.Yf'fY'UHIX Xi h]Yg 'YX]hgZ'fYdcf]gZ j Yf]Z]W]h]cb 'WYVgZ'D9-A G 5i X]h]6cl	Df]b]V]dU 5gg]ghUbhDf]b]V]dU 7Ua di g'D9-A G 5Xa]b]ghUrcf	HYWbc'c[m8Ydh' 7Ua di g'585 7Ua di g'FY[]ghUf 7Ua di g'HYUWYfg			i 'DfcZYgg]cbU' @/Ufb]b['D'Ubg i '8Yg_hcd'Ui X]hg j]U HYWbc'c[m8Ydh D9-A G#Gh XYbh]bZcfa U]cb [fci d'a]b''tk]W' dYf' nYUF i 'FYei]FYX'fYdcf]g [YbYfUHYXZ j Yf]Z]YXZ'gYbh'hc'D9-A G'XYdh' dYf'YUW'g]l 'k'YY_g	i 'Gi Va]gg]cb'Yffc!ZY'Y'XUH hc'H95'Uddc]bhYX']bhYfj Ug dYf'nYUF

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Required Local	fHYWbc'c[m'Df]bh]b[t =bVfYUgY' i gY' cZ?Um-G8 Df]bh]G\cd'fYgci fWg'Zcf df]bh]b['UbX'Vtdr]b['Vm fYXi V]b['i gY' cZV]a di g df]bh]b['rc'a]b]a]nY k UghY# gY' cZdUdYf'UbX fYgci fWg'h'fci [\\ XYg][bU]b['gUZZfYgdcbg]VY Zcf'VtdcfX]bU]b['zUddfc]]b['z UbX'g] Va]h]b['df]bh]b[cfXYfg]]b' U'h]a Y'ma UbbYf	8Yg][bU]hX#GY'YV]WX gUZZ' df]bh]b[VtdcfX]bU]h'cf GUZZ' a Ya VYfg	HYWbc'c[m'Df]bh]b[8Ydrg' Df]bV]dUg 8YdH' <YUXg :]bUbV]U' 7Yf_g			i' FYXi V]cb]b' bi a VYf'cZ Vtd]Yg]a UXY'dYf'gYa YghYf i' =bVfYUgY']b' bi a VYf'cZ h]a Y'm]g] Va]h]X'cfXYfg]g]bh rc'X]gh]V]d]bh]g]cd'dYf gYa YghYf	i' 9bX]cZ'nYUf'fYXi V]cb]b' bi a VYf'cZVtd]Yg]a UXY'cb Vtd]b]Yb]V]W'Vtd]Yfg
Required Local	fHYWbc'c[m't Dfc]]XY'cddcf]i b]h]Yg'z]bW] g]j Y'cZdfcZ]gg]cbU' XYj Y'cda Yb]z'rc'Vi]X V]dU]h]mcZ'hYUW]Yfg'z df]bV]dU]g'z'UbX'ch'Yf'gUZZ'rc']bh]f[fU]h' hYWbc'c[m]rc'g fY'Yj Ub]h'rc'h'Y'X]]h]U' 'YUfbYf"	Df]bV]dUg =bg]fi V]cbU'@YUXYfg]d HYUa #=bg]fi V]cbU' 7cUW]Yg HYgh]b['7ccfX]bU]h'cf Ug Udd']V]W]Y	i' HYWbc'c[m 8]j]g]cb i' HYUW]b[/ @U]fb]b['8]j]g]cb			i' 5ggYgg'dfc'YV]cb]bh]f[fU]h]cb !! dYf'gYa YghYf i' 5ggYgg'h'Y'Yj Y'cZ gcV]U' bY]k cf_]b[']bh]f[fU]h]cb !! dYf'gYa YghYf i' 5ggYgg'h'Y'Yj Y'cZdcX UbX'j]XYc' V]gh]b[']bh]f[fU]h]cb !! dYf'gYa YghYf	i' 9bX]cZ'nYUf' i' =XYbh]Z]YX'W'ff]W'Uf' V]U]b[Yg]a UXY']b' ?A 57' rc' ZU]Y]fU]h' hYWbc'c[m]bh]f[fU]h]cb i' 8Yz]bYX' =bg]fi V]cbU' gh]fU]h]f[]Yg]]b' ?A 57' ZU]Y]fU]h]b['hYWbc'c[m]bh]f[fU]h]cb i' GdYV]W]Ygg]cb'd'Ub]g]]b' ?A 57' i' h]]n]b['hYWbc'c[m]bh]f[fU]h]cb U]]bYX'rc'h]9?G UbX'GH5FF
Required Local	fP]bYf[m7cbgYf] U]h]cbt i' 9bYf[mVtdbgYf] U]h]cb [i']XY']bYg UbX V]a a i b]V]h]cb]g'k]' VY]a d'Ya Ybh]X' W]a di g]k]XY i' =bg]h]i h' g]i XYbh Uk UfYbYgg'YbYf[m VtdbgYf] U]h]cb' d'fc[fU]a z'g] V]W Ug'K U]h]K U]h]W]Yfg i' 9ghU]]g' W]a di g'YbYf[m]U]g]cb	Df]bV]dU' 5Xa]b]gh]fU]h] Y'5gg]h' 5Xa]b]gh]fU]h] Y'HYUa 7Ua di g'Uddc]bh]X YbYf[m]U]g]cb 6i]X]b['W]gh]X]U]bg	HYUW]Yfg K U]h]K U]h]W]Yfg I h]]m]VtdbgYf] U]h]cb a UbU]]Yf 6i]X]b['fYgYf] U]h]cbg fYdc]f]g	Scientific, research- based reform strategy		i' G]Wcc'8i XY']h]]m]fYdc]fh i' E' i U]h]f]m]l gU]]Y'fYdc]f]g	i' 5bbi U'] gU]]Y#7cgh]fYdc]fh f]dYf'gei UfY'Zc]ct

Katy ISD Campus Improvement Plan ~ Work Plan

Core Area

Community Engagement

True -- North: Parents and community members are provided a variety of opportunities for active, collaborative involvement which support student success.

Campus Goal: Engage parents and the community in school activities by providing updated activities which meet the needs of our diverse community and support student learning.

Objectives: Participation of parents and community members in school activities, programs, and events that will average at least 30% of the school population and meet the needs of our diverse learners.

Increase annual volunteers and volunteer hours by 10% as measured by RAPTOR.

Students will participate in preventative programs designed to reduce problem behaviors, including bullying.

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	System Safeguard	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Campus Extension	○	We will increase community and business partners involvement in school with evening events such as: math and science night, family fitness night and open house.	@YUXYfg\Jd hYUa 7Uggfcca 'HYUMYfg	Business Partners		BCE/PTA/Business Members	Each Six Weeks	Community involvement and support
Campus Extension	○	We will increase parental involvement in educational activities by providing supplies and training for at home learning with Literacy Seminars.	HYUMYfg DfjbWUg 7cUMYg			Hjhy' = ; C:	Once a semester.	Homework returned
Campus Extension	○	To increase literacy in the home, parents will be provided free at home resources for reading, math and science and an opportunity to read with their child during Camp-Read-Alot night.	5"G"HYUMYf DfjbWUg 7cUMYg HYUMYfg	A.S- Karen Baker		Title I		FYUX]b['[fUXYg =G=D
Campus Extension	○	To increase community participation in the KEYS mentoring program to supplement teacher mentor program we will provide opportunities for information regarding these programs.	KEYS liaison	7ca a i b]m 8]ghfMMD=9'cZ]W		GOF		Student achievement, attendance and behavior improve

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Required Local	fD? 'UbX' ? HFubg]h]cbL D? 'UbX' ? HYUMYfg XYj Y'cd fHUbgl]h]cb' gHfUHY[]Yg'UbX' 'hY gW'cc'`dfcj]XYg?]bXYf[UFHYb cf]YbH]h]cb' UhX]ZZYFYbh]h]a Yg UbX']b' U'j UFjYmicZgYH]b[g'rc]bVYUgY 'hY' bi a VYf'cZ dUFYbH]g'dUf]VdU]h]b['UbX g'Uf]b['fHUbgl]h]cb' gHfUHY[]Yg 8]gHf]M'icZZYfgD?#? 'Gi a a Yf Dfc[fUa 'rc]XYbh]ZYX gh XYbH]]b' 9GC@#6]]b[i U	Df]bV]dU 5D 7ci bgY'cFg 7ca dYbgU]rcfn# YXYfU Dfc[fUa g'GUZZ H]hY' ==GHUZZ	DFY' ? 'UbX' ?]bXYf HYUMYfg H]hY' == GHUHY' Gi a a Yf' Dfc[fUa : i bXg ZcF D?#?	Coordination/i ntegration fed./st./local services/progr ams Parent involvement strategies Transition from early childhood programs		i : 'XYbh]Zmi? 'i\$- 'E'!%\$' gh XYbH]g !! 'Gdf['i\$- i : 'XYbh]ZmiD? 'gh XYbH]g!! 'Gdf[!Gi a a Yf' i\$- i : 'mYfg/ ']bZcfa U]h]cb X]gHf]Vi hYX' !! '5df] 'i\$- i : 'bZcfa U]h]cb X]ggYa]bUHYX VzbWf]b['D?#? 'gi a a Yf dfc[fUa 'ZcF']XYbh]ZYX 9GC@#6]]b[i U' gh XYbH]g	i : '9] U' U]h]cb' cZfHUbgl]h]cb gHfUHY[]Yg'dfc[fYggD? 'E % i : 'FY[]gHfU]h]cb' D?#? 'XUHU i : 'DUFYbh]9] U' U]h]cbg i : 'Gdf]b[' i dXUHY' K YVg]hY i : 'Gi a a Yf' D?#? 'Ybfc' a Ybh i : 'G=D' FYdcfH]g
Required Local	Continue district-wide JA program as defined by KISD/JA agreement.	Df]bV]dU >5' @U]gcb 7 / ' =GHUZZ	?-G8' >5' GHUZZ >5' GK' 'Hl' GHUZZ 7ca a i b]m DfcZYgg]cbUg 7 / ' =GHUZZ	Parent involvement strategies		i : '@Yggcb' D'Ubg U]g gWYXi 'YX]b' ? A 57	i : '>5' 5bbi U' F'YdcfH]cZ UM]j]h]Yg'dUf]VdU]h]cb
Required Federal	fH]hY' =L =bVYUgY' dUFYbhU]h]bXUbW UhH]hY' =Yj YbH]g'VmicZZYf]b[' U ZYI]V'Y' bi a VYf'cZa YH]b[g]b' c'fXYf' rc' g'UfY. i : 'GHUbXUfXg UbX' [cUg i : 'H]hY' =]bZcfa U]h]cb i : 'GW'cc' 'FYdcfH]7UfX i : '5V]h]]h]Yg#HfU]b['rc g' ddcfH]h]Yf' gh XYbH]g	Df]bV]dU 5D H]hY' =7cbHUM 7ca dYbgU]rcfn# YXYfU Dfc[fUa g'GUZZ		Coordination/i ntegration fed./st./local services/progr ams Parent involvement strategies	Title I	i : 'mYfgZ' 5[YbXUgZ' G] [b!]bg dYf' a YH]b[i : 'A]bi hYgZ' DUfYbh]7ca a YbH]g dYf' a YH]b[i : 'mYfgZ' 5[YbXUgZ' G] [b!]bg dYf' a YH]b[	i : 'cZ dUFYbH]g U]h]bX]b[i : 'DUFYbh]Y' U' U]h]cb' c'f' gi' f] Ym
Required Federal	fH]hY' =! ' <ca Y#GW'cc' 7ca dUM FYj]Yk 'UbX' fYj]g]h'Vch' 'hY <ca Y#GW'cc' 7ca dUM UbX DUfYbh]g' -bj c] Ya YbhDc']M cZZYf' gYj YfU' cddcfH] b]h]Yg ZcF' dUFYbh]bdi h i : XYj Y'cdZ' k]h' dUFYbh]bdi hZ W'ffYbh]gW'cc' mYUF' Vza dUM UbX' dc']M]b' 'Uddcfdf]U]hY 'Ub[i U[Yf]g' 9b[]g' #GdUb]g i : g'UfY' Vza dUM k]h' dUFYbH]g UbX' XcW' a Ybh	Df]bV]dU DUfYbh]g' -bj c] Ya Ybh 7ca a " 75H H]hY' =7cbHUM 7ca dYbgU]rcfn# YXYfU Dfc[fUa g'GUZZ		Parent involvement strategies	Title I	i : 'mYfgZ' 5[YbXUgZ' G] [b!]bg dYf' a YH]b[i : 'A]bi hYgZ' DUfYbh]7ca a YbH]g dYf' a YH]b[i : ']bU' fYj]gYX' 7ca dUM!! : U i : 'G] [bYX' 7ca dUM!! : U	i : ']bU' FYj]gYX' 7ca dUM i : 'G] [bYX' 7ca dUM i : '7ca dUM' i g] [Y' XUHU

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Required Federal	fH]hY' =L Dfca chY' dUFYbHU''Ub[i U[Y]bgfH' V]cb' YXi V]h]cbU dfc[fUa g' Zc'f' h\Y' dUFYbHg' cZ 9@@gh' XYbHg' Uih\Y' 8]ghf]Vh DUFYbh' 7YbhYfg	Df]bV]dU' 5ggH' Df]bV]dU' 9@HYUWXYfg 8YdUfHa YbhicZCH\Yf @Ub[i U[Yg' ghUZZ	7YbhfU' 5Xa]b]ghfU]cb 8]fYV]cf' cZCH\Yf @Ub[i U[Yg	Parent involvement strategies	Title III	i' : 'nYfgz' 5[YbXUgz' G] b! ']bg dYf' a' YYh]b[i' 'A]bi hYgz' DUFYbh' 7ca a YbHg dYf' a' YYh]b[i' i' : 'cZ dUFYbHg' UHh' bX]b[i' '6fcV]i' fYg	i' : 'cZ dUFYbHg' UHh' bX]b[i' 'DUFYbh' Y] U' i' U]h]cb' cf' gi' fj' Ym
Required Federal	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	Df]bV]dU' 7ca dYbgU]c' f' m# YXYfU' Dfc[fUa g' GHUZZ 5gg]ghU]bh' Df]bV]dU' 75H -bgfH' V]cbU' @YUXYfg\]d HYUa	Compensatory/Federal Programs Dept	Professional development Parent involvement strategies	H]hY' = H]hY' =z5	i' '5[YbXUgz' G] b! -bgz' A]bi hYg dYf' d' Ubb]b[' a' YYh]b[i' '7U' YbXUfz' 5[YbXUz' G] b! -bg dYf' hU]b]b[' gYgg]cb	i' 'HFU]b]b[' Yj' U' i' U]h]cb i' 'DUFYbh' Y] U' i' U]h]cb' cf' gi' fj' Ym

Katy ISD Campus Improvement Plan ~ Work Plan

Core Area

Organizational Improvement

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

Campus Goal: All staff will use data and collaboration to make instructional and organizational decisions.

Objectives: Teachers participate in developing overall individual, team, and campus goals for the year and implement strategies relevant to their teaching assignment to support the goals as evidenced by student performance.

Teachers will continue to participate in Professional Learning Communities which we call "Content Focus Groups" within their individual content areas in order to increase student learning as measured by formative and summative assessments created and administered throughout the school year.

Meet monthly with 1st and 2nd year teachers to familiarize them with best practices, classroom management strategies, curriculum, accountability, and other topics as they need.

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	System Safeguard	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Campus Extension	○	We will work to utilize the Instructional Coaches effectively in order to provide accurate and timely data to the teaching staff.		District Support		District/Campus	Understand and use data to improve teaching	Improved student achievement
Campus Extension	○	We will provide ELT (Extended Learning Time) for Kindergarten through Fifth Grades in order to provide intervention in a timely, efficient manner.	Support staff- ESOL, REACH, Title I, Instructional Coordinator, Instructional Coach, Staff	District support		Campus	Improved use of time	Improved student achievement
Campus Extension	○	We will recognize staff members for different characteristics with Mason Jars/"Big Rocks" awards. At each staff meeting, the jars created by a team leader, will be passed on to another staff member that has demonstrated the specific quality symbolized on the jar.	All campus staff.	All campus staff.		GOF	Monthly	Appreciation and recognition of staff throughout the school year.

Katy Independent School District - Campus Improvement Plan

106 - Bear Creek Elementary (BCE)

Principal: Dr. Lorena Zertuche

Title Type: Title I Schoolwide

Category	Strategies / Activities	Campus Staff / Others Responsible	People Resources	Title Funding Components	Funding Sources	Leading Indicator / Formative Evaluation Timeline (monthly, weekly, bi-weekly, etc.)	Trailing Indicator / Summative Evaluation (natural end of strategy / activity; end-of-year)
Required Local	fBYk 'HYUMYfgk Gi ddcfhbYk 'HYUMYfgk ?Uhm-G8 'hc ' VYVta Y '9G@ WfhZjYX'k]h]b' & mYUfg cZ Ya d'cna Ybh	Df]bVdU 5ggH' Df]bVdU -bgrfi V]cbU' @YUXYfg\jd HYUa CZjW' cZCHYf @Ub[i U[Yg	GdYVjU' Dfc'YVM 8YdUfra Ybh'cZCHYf @Ub[i U[Yg	Highly qualified teachers and staff Professional development Strategies to attract highly qualified / trained	GOF	G[b]]b' G'YYfg! 'dYf WYbXUf fU]b]b[g HfU]b]b['A Ubi U'X]gh]Mi h]cb! dYf'fU]b]b[g G697 fYVefXg! 'dYf'Z]]b[HYUMYf VebfUMtg! 'dYf'Z]]b[	End-of-year Human Resources reports/rosters
Required Federal	fBYk 'HYUMYfgk Gi ddcfhbYk 'HYUMYfgUbX bcblWfhZjYX'HYUMYfg]bW X]b['UHYfbU]j Y WfhZjYX]cb'HYUMYfgk]h cb[c]b['fU]b]b[#ghUZZ XYj Y'cda Ybhg'gg]cbg ZcW]g]b['cb'hY') '7@ f7ca a i b]W]h]cbz 7i 'hi fYz 7ca dUf]gcbgz 7cbbYV]cbg UbX' 7ca a i b]h]Ygz X]ZZYfYbh]UHYX']bgrfi V]cbz UHYfbU]j Y'UggYgga Ybhg'Zcf @Ub[i U[Yg CHYf' hUb 9b['jg"	Df]bVdU 5ggH' Df]bVdU -bgrfi V]cbU' @YUXYfg\jd HYUa -bhYf] Ybh]cb' GdYVjU]ghg A Ybrcfg HYUa ' @YUXYfg#7Ua di g 8YdUfra Ybh7\U]fg 7i ff]W' i a 'GdYVjU]ghZcf @CH9 -bgrfi V]cbU' 7cUMYg	A Ybrcf]b[!DfcZ' @/Ufb]b['8YdH' Bc' 7\]X' @Zi6Y\]bX 7i ff]W' i a 'GdYVjU]gh	Highly qualified teachers and staff	H]hY' '=5 ; C:	i 'HYUa 'A Yfh]b['A]bi hYg! 'dYf a Yfh]b[i '7Ua di g'A Ybrcff]g @c['! k YY_m i '7Ua di g'a Yfh]b['a]bi hYg! a cbh'm i '8]gh' A Ybrcf#A YbhY 7UybXUf! : U'#Gdf]b[i '5[YbXUgz G[b] -b]g UbX 9j U' U]h]cbg	i '9bX]cZ]MUF' A Ybrcf#A YbhY Gi fj YmUbX#cf' FYZYV]cbg i 'HYUMYf' Gi fj Ym
Required Federal	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	Df]bVdU 5ggH' Df]bVdU -bgrfi V]cbU' @YUXYfg\jd HYUa #-bgrfi V]cbU' 7cUMYg HYUa @YUXYfg#8YdUfra Ybh 7\U]fg HYV]bc'c[mHYUa 7'Uggfcca 'HYUMYfg	GMcc' '=a dfcj "' GdYV DfcZ' @/Ufb]b['8YdH' Bc' 7\]X' @Zi6Y\]bX	Highly qualified teachers and staff Strategies to attract highly qualified / trained		>cV: U]fg! 'Gdf]b[I dXU]h' K YVg]hY! : U'#Gdf]b[	i '5dd]W]h]cbg gi Va]hYX i 'DYfgcbbY' Fcg]hYf