

# Comprehensive Needs Assessment

Revised/Approved: June 24th 2020

## Demographics

### Demographics Summary

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

Bear Creek teachers are all highly-qualified and ESOL certified and follow the Katy I.S.D. challenging curriculum. In addition, we expand the curriculum with activities and opportunities to maximize student achievement.

Hispanic- 71%

White-13.3%

Black or African American- 12%

Asian- 1.7%

American Indian or Alaska Native- 0.5%

Two or More Races- 0.9%

Total Enrollment- 763 students

At-Risk- 75%

Economically Disadvantaged- 79.7%

English Language Learners (LEP) -49%

Special Education- 19%

Bilingual- 38%

English as a Second Language- 11%

Gifted/Talented- 1%

Title I Programs- 100.0%

Attendance Rate- 96%

Mobility Rate- 23.0%

District Dashboard/PEIMS Snapshot Demographic Data for 2020-2021. Attendance from 2018-20198 TAPR.

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

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

- Uneven workload
- Employee morale
- Quality of work/productivity
- Relationships between supervisors and staff
- Opportunities for growth
- Clear communication of expectations
- Accountability across campus
- Teambuilding and developing collegiality among staff
- Evaluate and adjust "extra" tasks which are taking away from instructional time and focus

## Demographics Strengths

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

- 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.
- 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. Our attendance rate is consistently higher than 96%. Families at Bear Creek value student success and understand that attendance is crucial to student success.
- Our mobility rate decreased in 2019, showing stability in the community after Hurricane Harvey.
- Our demographics have remained steady the last 5 years. This allows effective planning to provide a variety of strategies for staff to implement instructional strategies to reach diverse learners.

# Student Learning

## Student Learning 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. Compounding this problem is the shut down of schools during the Covid 19 Pandemic. Only 30% of BCE students engaged in online learning.

TELPAS: STUDENTS PROGRESSING IN COMPOSITE SCORES BY AT LEAST ONE LEVEL ( no data for 2020 due to Covid 19 shut down)

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

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

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

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

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

• **READING**

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

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

District Assessment Data from 2019-2020 was also used due to the Covid 19 shutdown. This measure compares student growth from 2018 to 2019 as a means to evaluate a positive or negative trajectory regarding instructional practices.

In the 2019-2020 school year, District Learning Assessment results were used in lieu of STAAR due to the Covid Shutdown.

BCE- 19-20 All Students	2019 Reading/ELA DLA Data		2018 Reading/ELA Growth	
	Percent Score	Satisfactory/Advanced	2018 APP	2018 Growth/Meets
Economic Disadvantage	66%	51%	52%	2%
Students	68%	54%	58%	4%
				24%
				11%
				7%

	2019 Reading/ELA DLA Data	2018 Reading/ELA Data	2019 Reading/ELA Growth	2018 Reading/ELA Growth
American	66%	50%	25%	38%
Indian/Alaskan Native			-13%	25%
Asian	78%	67%	17%	100%
Black/African American	62%	45%	10%	43%
Hispanic	66%	50%	9%	54%
Two or More Races	95%	100%	0%	100%
White	80%	78%	33%	81%
First Year of Monitoring	82%	89%	-9%	65%
LEP	63%	40%	5%	34%
Second Year of Monitoring	78%	83%	30%	86%
Special Ed Indicator	52%	19%	0%	25%

• An analysis of scores for each student group at all grade levels in reading revealed the following from 2018-2019 Star Data:

- The most significant finding(s) during the analysis of all reading academic achievement data, across all grade levels and subpopulations, indicates that reading achievement decreased in many areas.
- Economically disadvantaged students in 3rd grade saw a 19% decrease (80% to 61%), 4th grade from 71% to 62% for a 9% decrease and in 5th students decreased by 17% from 85% to 68% scoring approaches with an overall increase from 78% to 71% (7%)
- Special Education scores for approaches show a 12% decrease in the percentage of students who made progress (70% to 58%). Only 56% of Special Education students made progress in 5<sup>th</sup> grade, a decrease in 19% from the previous year when 75% of students eligible for Special Education services made progress in 5th grade.
- LEP students scored 56% approaches (from 74%) in 3rd grade, 53% (from 63%) in 4th grade, and 60%'s (from 78%) in 5<sup>th</sup> grade with an overall decrease from 78% to 70% (8%).
- English Learners (EL's) had an overall increase of 12% from 51% to 63%, with an increase from 44% to 69% (25%) in 3rd grade, 7% increase in 4th grade (22% to 29%), and 33% to 43% (10% increase).
- 100% of Gifted/Talented students scored Approaches and Meets, and 89% scored at a Masters level. The Masters level increase by 22%.
- The percentage of Hispanic students in 3rd grade decreased 18% at the approaches level from 79% to 61%, in 4th grade the percentage of students who reached the approaches level remained the same at 62%. In 5<sup>th</sup> grade, Hispanic students decreased at the approaches levels from 90% to 70%.

• An Analysis of growth from 2018 DLA to the 2019 DLA data notes the following:

- Reading scores increased from 4% at the Approaches Grade Level standard and 11% at the Meets Grade Level standard as a campus.
- Economically disadvantaged students showed a 7% increase in Meets Grade Level standard, while African American students sincreased their score by 12%.
- Special Education students scored 6% higher at the Approaches Grade Level standard, and scored 17% higher at the Meets Grade Level standard.
- English Language Learners showed increases in performance at the Meets Grade Level standard, but showed losses at the Approaches Grade Level standard.
- LEP Students in their first year of monitoring scored the highest with a 32% gain at the Master's Grade level standard.

## MATH

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

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

District Assessment Data from 2019-2020 was also used due to the Covid 19 shutdown. This measure compares student growth from 2018 to 2019 as a means to evaluate a positive or negative trajectory regarding instructional practices. In the 2019-2020 school year, District Learning Assessment results were used in lieu of STAAR due to the Covid Shutdown.

Math	2019 Math DLA			2018 Math Growth			
	Percent Score	Satisfactory	Advanced	2018 APP	Growth Meets	2018 Meets	Growth
BCE- 19-20 DLA Data	53%	27%	5%	47%	20%	19%	15%
Economic Disadvantage	51%	24%	3%	40%	17%	14%	12%

Math	2019 Math DLA			2018 Math Growth		
	Percent Score	Satisfactory	Advanced	2018 APP	Growth Meets	2018 Growth
American	66%	50%	0%	50%	0%	0%
Indian/Alaskan Native	76%	70%	30%	100%	30%	67%
Asian	76%	70%	30%	100%	30%	67%
Black/African American	44%	20%	4%	26%	6%	13%
Hispanic	52%	24%	3%	43%	19%	9%
Two or More Races	76%	75%	25%	100%	25%	-25%
White	62%	35%	6%	68%	32%	64%
First Year of Monitoring	84%	89%	22%	73%	-16%	0%
LEP	52%	24%	2%	34%	10%	0%
Second Year of Monitoring	63%	48%	9%	66%	18%	25%
Special Ed Indicator	44%	15%	2%	17%	2%	5%

An analysis of 2018-2019 STAAR scores for each student group at all grade levels in math revealed the following:

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

An Analysis of growth from 2018 DLA to the 2019 DLA data notes the following:

- As a campus, Math scores increased 20% at the Approaches Grade Level standard, and increased 15% at the Meets Grade Level standard.
- Positive growth of 3% or more was noted in all subgroups with the exception of two groups.
- Students scoring at the Meets Grade Level standard decreased by 25% for students in two or more races.



- English Language Learners coded as first year monitor decreased by 16% in Approaches Grade Level and 22% in Meets Grade Level.

**WRITING**

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

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

District Assessment Data from 2019-2020 was also used due to the Covid 19 shutdown. This measure compares student growth from 2018 to 2019 as a means to evaluate a positive or negative trajectory regarding instructional practices. In the 2019-2020 school year, District Learning Assessment results were used in lieu of STAAR due to the Covid Shutdown.

	2018 APP	Growth	2018 Meets	Growth
Writing				
BCE- 19-20 DLA Data	44%	25%	19%	0%
Economic Disadvantage	37%	20%	17%	0%
Asian	0%	-50%	0%	-50%
Black/African American	55%	48%	27%	21%
Hispanic	36%	20%	15%	-1%
Two or More Races	100%	0%	100%	0%
White	73%	33%	20%	-20%
First Year of Monitoring	0%	-43%	0%	-43%
LEP	20%	5%	10%	-5%
Second Year of Monitoring	70%	37%	35%	2%

Writing	2018 APP	Growth	2018 Meets	Growth
Special Ed Indicator	16%	10%	12%	6%

An analysis of 2018-2019 STAAR scores for each student group in writing revealed the following:

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

An analysis of growth from 2018 DLA to the 2019 DLA data notes the following:

- Positive growth of 3% or more in Approaches Grade Level standard for all subgroups except first year monitor and Native American.
- At the Meets Grade Level standard, positive growth was only noted in African American and Special Education students.

## SCIENCE

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

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

District Assessment Data from 2019 2020 was also used due to the Covid 19 shutdown. This measure compares student growth from 2018 to 2019 as a means to evaluate a positive or negative trajectory regarding instructional practices. In the 2019-2020 school year, District Learning Assessment results were used in lieu of STAAR due to the Covid Shutdown.

Science	APP 2018	Growth	Meets 2018	Growth
BCE- 19-20 DLA Data	58%	-1%	26%	-5%
Economic Disadvantage	54%	-3%	19%	-7%

	APP 2018	Growth	Meets 2018	Growth
Science				
American Indian/Alaskan Native	0%	-65%	0%	-33%
Asian	100%	24%	67%	-33%
African American/Black	31%	-32%	6%	-32%
Hispanic	56%	-1%	21%	-3%
White	100%	38%	69%	8%
First Year of Monitoring	50%	-50%	0%	-100%
LEP	40%	23%	12%	-5%
Second Year of Monitoring	94%	49%	31%	-14%
Special Ed Indicator	26%	23%	5%	2%

Special Education students increased their Meets and Masters percentages in science. An analysis of scores for each student group 2018-2019 Science STAAR revealed the following:

- Students in all other subpopulations groups decreased their science achievement.
- An analysis of growth from 2018 DLA to the 2019 DLA data notes the following:
- Special Education students and LEP students increased 22% in Approaches Grade Level standard.
  - All other areas showed a decrease from 2018 to 2019.

In 2018-2019, Bear Creek Elementary met 1 of the 5 target indicators in Domain 3, Closing the Gaps. No Distinction Designations were earned and the campus is identified for targeted support and improvement.

	APP 2018	Growth	Meets 2018	Growth
Science				
BCE- 19-20 DLA Data	58%	-1%	26%	-5%
Economic Disadvantage	54%	-3%	19%	-7%
American Indian/Alaskan Native	0%	-65%	0%	-33%

Science	APP 2018	Growth	Meets 2018	Growth
Asian	100%	24%	67%	-33%
AA	31%	-32%	6%	-32%
Hispanic	56%	-1%	21%	-3%
White	100%	38%	69%	8%
First Year of Monitoring	50%	-50%	0%	-100%
LEP	40%	23%	12%	-5%
Second Year of Monitoring	94%	49%	31%	-14%
Special Ed Indicator	26%	23%	5%	2%

### Student Learning Strengths

Strengths:

Bear Creek Elementary has a population of resilient, hard-working, perseverant students. Overall, progress was made in 2019-2020 before the Covid 19 shutdown.

### READING

- Reading scores increased from 4% at the Approaches Grade Level standard and 11% at the Meets Grade Level standard as a campus.
- Economically disadvantaged students showed a 7% increase in Meets Grade Level standard, while African American students increased 12%.
- Special Education students scored 6% higher at the Approaches Grade Level standard, and scored 17% higher at the Meets Grade Level standard.
- English Language Learners showed increases at the Meets Grade Level standard.
- LEP students in their first year of monitoring scored the highest with a 32% gain.

### MATH

- As a campus, Math scores increased 20% at the Approaches Level, and 15% at the Meets Grade Level standard.
- Positive growth of 3% or more was noted in all but two subgroups.

- Math showed the greatest gains based on DLA data in 2019-2020.

## WRITING

- Positive growth of 3% or more in Approaches Grade Level standard for all subgroups except first year monitor and Native American.
- At the Meets Grade Level standard, positive growth was noted in African American and Special Education students.

## SCIENCE

- Special Education students and LEP students increased 23% in Approaches Grade Level standard.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in reading, writing, math, and science are below state and district averages and need to increase so that all students make academic progress. **Root Cause:** Teachers lack training in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science.

**Problem Statement 2:** 2019 STAAR data reveals that ESL students score significantly below most other student subpopulations in 3rd, 4th, and 5th grades in all subject areas. **Root Cause:** There is a need for more effective and consistent collaboration between ESL and general education teachers which results in changing instructional practices to meet student needs.

# 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 1<sup>st</sup> grade utilize Dreambox and 2nd grade uses Dreambox. 1-Station, District Level Assessments (DLAs), campus benchmarks and STAAR are focus areas in grades 3 through 5. Kindergarten through 5<sup>th</sup> grade all use Fountas and Pinnell to assess the student's reading level. Dyslexia and ESL/LEP instruction use the same standard of assessment as the grade levels of their students. The TELPAS (Texas English Language Proficiency Assessment System) is a major assessment for ESL/LEP students. Special courses and programs such as physical education, music, and special education also use the same standard of assessment as the grade levels of their students. Campus assessments are tied to DuFour's instructional strategies based on "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it? We also utilize the Depth of Knowledge to assess the level of rigor of the CBAs/EOUs. Any increased performance derives from a plethora of specific plans of action that included consistent support for teachers regarding resources, pedagogical and academic professional development, as well as scheduled planning sessions.

Data has shown that after school tutoring has not been effective, so a multi-tiered instructional approach that provides instructional and/or behavioral intervention during the school day through Cougar Academy is in place. Our data reflected aids in determining what professional development will be provided and where the focus of instruction will be. Communications has become more streamlined between admin, faculty, parent/students. Pre-Kindergarten through 5th grade long range planning for the 2019-2020 school year will be a full day for each grade level. All decisions regarding professional development, programs and practices are based upon the needs identified in this improvement plan.

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

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

work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their teams of PLCs and also to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

As part of the Katy ISD systems, Bear Creek Elementary is truly fortunate in that the school has access to all of the latest technological hardware and software.

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

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

### **School Processes & Programs Strengths**

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

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

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

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

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

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

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

**Problem Statement 3:** 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.



# Perceptions

## Perceptions Summary

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

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

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

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

P - Practice Responsibility

A - Act Respectfully

W - Work Hard

S - Stay Safe

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

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

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

Bear Creek Elementary is a campus where subs love to work and consistently compliment us on our student behavior. PBIS expectations in each common

area and classroom, along with CHAMPs strategies, promote a safe and positive learning environment and school culture. Expectations are consistently enforced. Cougar Cash, along with positive rewards and praise, are given frequently. We promote the Core Essential curriculum on the announcements, during classroom instruction, and with guidance lessons. Students and staff are recognized monthly for displaying excellent character. Our school counselor works to meet the needs of our students. She provides the needed guidance, support, and counseling, as well as supports families in need. We offer the Backpack Buddy program through the Houston Food Bank to provide students in need with food over the weekend as well as multiple other outreach opportunities.

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

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

\*Love and Logic strategies work well with ELL students.

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

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

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

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

English/Spanish information provided to all parents.

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

## Perceptions Strengths

As a school-wide PBIS campus, campus discipline data shows positive progress with the number of office discipline referrals being reduced from 353 throughout the 2013-2014 school year to 281 throughout the 2014-2015 school year to 187 during the 2015-2016 school year, 116 referrals during the 2016-2017 school year, 90 during the 2017-2018 school year, and 198 referrals during the 2018-2019 school year. This was the sixth full year for implementation of PBIS at Bear Creek Elementary. This demonstrates a trending decrease in discipline referrals, even when a couple of students have a large number of those referrals. Students are able to earn Cougar Cash to redeem for prizes as an incentives for meeting PAWStive 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 PAWStive behavior expectation posters in English and Spanish with the matrix of behavior expectations that are specific to each area. Students are regularly seen throughout the building displaying appropriate behavior aligned to the school-wide behavior expectations.

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

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

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

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

We error 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 4:** 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.

## Priority Problem Statements

**Problem Statement 1:** The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in reading, writing, math, and science are below state and district averages and need to increase so that all students make academic progress.

**Root Cause 1:** Teachers lack training in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** 2019 STAAR data reveals that ESL students score significantly below most other student subpopulations in 3rd, 4th, and 5th grades in all subject areas.

**Root Cause 2:** There is a need for more effective and consistent collaboration between ESL and general education teachers which results in changing instructional practices to meet student needs.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Teachers struggle to effectively implement the vast district curriculum through the unit plans.

**Root Cause 3:** Teachers are not all adequately trained with the specific staff development necessary to gain a clear understanding of each subject area content. This is especially true in the implementation of math, science, balanced literacy, and ESL & special education collaborative instructional strategies.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Attendance at family engagement events has improved, but we are not reaching all families.

**Root Cause 4:** 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 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 2 - Student Progress
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

## Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## Parent/Community Data

- Parent engagement rate

## Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices