

Katy Independent School District
Bear Creek Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

PAWS

P= Practice Responsibility

A= Act Respectfully

W= Word Hard

S= Stay Safe

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	7
Student Learning	10
School Processes & Programs	15
Perceptions	18
Priority Problem Statements	21
Comprehensive Needs Assessment Data Documentation	22
Goals	24
Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.	24
Goal 2: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.	34
Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.	38
Goal 4: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.	44
Targeted Support Strategies	46
Additional Targeted Support Strategies	47
State Compensatory	48
Budget for Bear Creek Elementary School	48
Personnel for Bear Creek Elementary School	48
Title I	49
1.1: Comprehensive Needs Assessment	49
2.1: Campus Improvement Plan developed with appropriate stakeholders	50
2.2: Regular monitoring and revision	50
2.3: Available to parents and community in an understandable format and language	51
2.4: Opportunities for all children to meet State standards	51
2.5: Increased learning time and well-rounded education	51
2.6: Address needs of all students, particularly at-risk	51
3.1: Annually evaluate the schoolwide plan	51
4.1: Develop and distribute Parent and Family Engagement Policy	51
4.2: Offer flexible number of parent involvement meetings	52
Title I Personnel	53
Campus Advisory Team	54
Campus Funding Summary	55
Addendums	56

Comprehensive Needs Assessment

Revised/Approved: May 2, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

CNA meeting 1 was held on March 21, 2024 at 4:00 p.m via zoom. During this meeting, we reviewed the prior CNA, current data and a discussion was held about changes needed to be made. The data used included previous STAAR and TELPAS data, yearlong assessment data and interim assessments. The committee members invited were:

Admin. - Stephanie McElroy

Other School Leaders- Lawanda Curtiss, Jennifer Duddington

Parents- Flor Mendoza, Catherine Baez, Carlie West

Community/Business Members- Becky French, Karen Baker

Paraprofessionals - Alicia Ashmore, Dolores Cruz

Teachers- Alejandra Aguilar, Vianney Hernandez, Amanda Sanchez, Reagan Harris, Jennifer Rodriguez

District Representatives - Paulette Savoie, Ashley Muzny

Minutes were sent to all members invited who were unable to attend either meeting. Suggestions were made and included in the revision.

Our second CNA meeting was held on May 2, 2024 at 4:00 p.m via zoom. At this meeting, we reviewed the CNA, went over the changes proposed from the previous meeting, looked at data to develop priority problems and did a root cause analysis. We also discussed goals for parent involvement since this was our biggest area of need.

The following data was analyzed during this meeting: the campus climate survey, parent feedback, attendance data, and informal data gathered throughout the year.

The following committee members were invited.

Admin. - Stephanie McElroy

Other School Leaders- Lawanda Curtiss, Jennifer Duddington

Parents- Flor Mendoza, Catherine Baez, Carlie West

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Prioritized Problem Statements ?	
Problem Statement	: Bear Creek Elementary classroom teachers struggle to provide a streamlined, differentiated instruction for all learners.
Root Cause	: BCE needs to provide targeted training on planning and implementing small group instruction.
Problem Statement	: The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level progress.
Root Cause	: Teachers lack training in using data to accurately formulate small groups, then use the data to inform instruction.
Problem Statement	: The percentage of At-Risk learners on our campus is 80%. 8 out of every 10 BCE students are at-risk due to the effects of these characteristics.
Root Cause	: Our student population results in the need for teaching strategies that go beyond vertical alignment to ensure adequate progress.

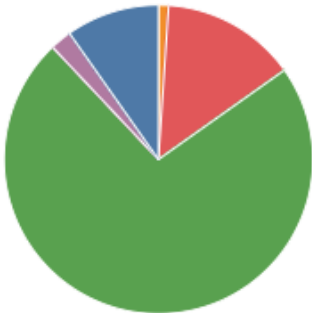
Demographics

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 the 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.

Student Profile



Student Statistics

Total Enrollment	665
At-Risk	68.72%
Low Income	83.46%
Limited English Proficient	49.92%
Special Education	24.51%
Career Technology Education	0.00%
Bilingual	40.15%
ESL	3.76%
Gifted/Talented	1.05%
Title 1	100.00%
Attendance Rate	94.40%

Race/Ethnicity		#	%
White		65	9.77%
Hispanic		484	72.78%
Asian		7	1.05%
Black/African American		94	14.14%
Two or More Races		15	2.26%

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/campus 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 in the 2023-2024 school year, have shown a significant improvement in teacher retention rates. Retention factors are contributed to the following:

- 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. In the 23-24 school year, we saw a significant increase in parent involvement.
- 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 improved this year. BCE met all attendance targets. Families at Bear Creek value student success and understand that attendance is crucial to student success.
- 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The percentage of At-Risk learners on our campus is 80%. 8 out of every 10 BCE students has one or more characteristics affiliated with increased chances of school drop out. We are responsible for mitigating the effects of these characteristics. **Root Cause:** Our student population results in the need for teaching strategies that go beyond verbal delivery of content. At risk students require additional instructional personnel, strategies, and materials to help them achieve adequate progress.

Problem Statement 2 (Prioritized): The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in 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 using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.

Problem Statement 3: Across campus, learning loss has been noted, it is especially prevalent in grades K-3, where gaps in foundational skills are causing issues in the next grade.

Root Cause: Learning loss due to COVID in 2020 has resulted in learning loss across campus due to interruptions in learning, absences, and disengaged families during online instruction.

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 continues to be a major emphasis on our campus.

TELPAS: STUDENTS PROGRESSING IN COMPOSITE SCORES BY AT LEAST ONE LEVEL (no data for 2023 due to state testing changes)

Grade	2021	2022	2024 (New state testing calculations)
First Grade	60%	51%	58%
Second Grade	43%	49%	11%
Third Grade	N/A	60%	48%
Fourth Grade	N/A	33%	42%
Fifth Grade	20%	45%	49%

The 2024 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.

	Reading/ELA				
	Total Students	Scale Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade L
BCE	290	1497	71.03%	41.38%	
Economic Disadvantage	178	1480	66.85%	37.64%	

Asian	2	1723	100%	100%	
Black/African American	39	1470	64.10%	38.46%	
Hispanic	218	1487	69.72%	38.53%	
Two or More Races	6	1566	83.33%	66.67%	
White	25	1595	88%	60%	
Currently Emergent Biling	152	1467	65.13%	33.55%	
Fourth Year of Monitoring	6	1718	100%	83.33%	
Second Year of Monitoring	2	1726	100%	100%	
Special Ed Indicator	70	1417	44.29%	18.57%	

	Mathematics				
	Total Students	Scale Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters C
BCE	291	1501	62.54%	30.58%	
Economic Disadvantage	179	1478	55.87%	27.37%	
Asian	2	1582	100%	50%	
Black/African American	39	1456	53.85%	20.51%	
Hispanic	219	1501	62.56%	30.14%	
Two or More Races	6	1562	66.67%	66.67%	
White	25	1557	72%	40%	
Currently Emergent Biling	153	1494	59.48%	27.45%	
Fourth Year of Monitoring	6	1710	100%	83.33%	
Second Year of Monitoring	2	1687	100%	50%	
Special Ed Indicator	70	1426	35.71%	14.29%	

Student Learning Strengths

Strengths:

Bear Creek Elementary has a population of resilient, hard-working, perseverant students. Based on informal data, Growth was noted in 3rd and 5th grade Reading and Math. In Science, we showed growth in Approaches and Master's scores. On this chart, green denotes growth from 2023 scores. With the implementation of HMH reading curriculum, we also saw growth throughout the year in vocabulary development. This is a great factor in student success at BCE, which is why we see significant growth in Reading.

3rd Grade Math					3rd Grade Reading		
Performance Level	Students	%	22-23		Performance Level	Students	%
Does Not Meet Grade Level	31	35%	46%		Does Not Meet Grade Level	22	34%
Approaches Grade Level	57	64%	58%		Approaches Grade Level	54	66%
Meets Grade Level	25	27%	30%		Meets Grade Level	34	39%
Masters Grade Level	7	7%	9%		Masters Grade Level	15	17%
Grand Total	76				Grand Total	76	
AMM Score	33		33		AMM Score	41	
4th Grade Math					4th Grade Reading		
Performance Level	Students	%	22-23		Performance Level	Students	%
Does Not Meet Grade Level	41	45%	31%		Does Not Meet Grade Level	21	28%
Approaches Grade Level	24	55%	66%		Approaches Grade Level	63	72%
Meets Grade Level	20	29%	36%		Meets Grade Level	32	37%
Masters Grade Level	7	8%	10%		Masters Grade Level	6	9%
Grand Total	88	93			Grand Total	84	
AMM Score	30		37		AMM Score	39	
5th Grade Math					5th Grade Reading		
Performance Level	Students	%	22-23		Performance Level	Students	%
Does Not Meet Grade Level	33	31%	27%		Does Not Meet Grade Level	26	25%
Approaches Grade Level	35	69%	64%		Approaches Grade Level	30	75%
Meets Grade Level	31	35%	24%		Meets Grade Level	25	47%

Masters Grade Level	6	6%	6%	Masters Grade Level	24	23%
Grand Total	105	105		Grand Total	105	105
Amm Score	37		31	AMM Score	48	
5th Grade Science				Reading (All)		
Performance Level	Students	%	22-23	Performance Level	Students	%
Does Not Meet Grade Level	48	46%	52%	Does Not Meet Grade Level		29%
Approaches Grade Level	36	54%	56%	Approaches Grade Level		71%
Meets Grade Level	11	20%	24%	Meets Grade Level		41%
Masters Grade Level	10	10%	8%	Masters Grade Level		16%
Grand Total				Grand Total		
AMM Score	28		30	AMM Score	43	
Math (All)						
Performance Level	Students	%	22-23			
Does Not Meet Grade Level		37%	37%			
Approaches Grade Level		63%	63%			
Meets Grade Level		30%	29%			
Masters Grade Level		8%	7%			
Grand Total						
AMM Score	33		34			

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in 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 using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.

Problem Statement 2: Math Instruction is not aligned across grade levels. **Root Cause:** Teachers water down curriculum because students struggle with Math.

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), District Learning Assessments, and Interim STAAR assessments. Pre-Kindergarten uses Circle Progress Monitoring. Kindergarten through 1st grade utilize TPRI/Tejas Lee(ELAR) and Dreambox (Math), 2nd grade uses TPRI/Tejas Lee(ELAR) Dreambox (Math), and Running Records. District Level Assessments (DLAs), campus benchmarks and STAAR are focus areas in grades 3 through 5. Kindergarten through 5th grade all use Amira 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. Despite increased rigor in planning, informal walkthrough data shows a lack of consistent rigor in delivery of instruction across campus.

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 small group instruction 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 administration, faculty, and parent/students. . 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 and goal setting driven by teachers and staff, 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 as well as 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 throughout the building. There are several computers in the library that teachers and students use to search for books, research projects, and other educational projects. Students are encouraged to use a variety of programs and apps using iPads, Chromebooks and computers such as: IStation, DreamBox, padlet, educreation, piccollage, Aurasma, plickers, google drive to create and display assignments and projects. We were the first campus in our district to have a SmartBoard in each classroom and when we had our technology retrofit in March of 2017, we became 1:1 with ipad and Chromebook access. This summer the campus will go through a district retro-fit which includes an update in all technology across the campus. Teachers will have new laptops/desktop stations along with updated smart panels for instruction. Bear Creek Elementary strives to ensures adequate technology is accessible to our students and staff.

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 teams 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 create common assessments around those. Teachers meet quarterly for long-range planning and twice a week for Sacred Planning, and every two weeks for PLC data digs, all of which are content-focused professional development opportunities. Campus staff development opportunities include biweekly staff meetings, coaching sessions, PBIS/behavior planning, 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 ELT/Intervention (Extended Learning time). Teachers also have the opportunity to participate in campus/team driven 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.

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

EL students have the opportunity to enrich their art, music and science learning experiences through various different clubs (Cougar Choir, STEMInists, DI, RDR, etc.) offered after school. All fifth grade students receive hands-on science instruction once a week. All students PK-4 are engaged in science lessons conducted in the lab twice a month. All students receive instruction in the science lab in addition to their classroom instruction in the science subject. All first and second year teachers participate in monthly SHARE Group support meetings. Many forms of communication are utilized to keep parents and guardians informed. Consistent use of the MTSS 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 Outanding October, 15 Days of Joy or Fabulous February in which staff members receive appreciation incentives throughout the entire month.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Bear Creek Elementary classroom teachers struggle to provide a streamlined, differentiated instruction program through small groups based on student needs. **Root Cause:** BCE needs to provide targeted training on planning and implementing small group instruction with a focus on student learning accountability.

Problem Statement 2: Rigorous, tier one instructional delivery is not aligned to the TEKS consistently in classroom instruction. **Root Cause:** Teachers lack understanding of the importance of delivering rigorous, tier one instruction, and will often lower the level to meet the needs of some or part of the class instead of differentiating.

Perceptions

Perceptions Summary

One of the core beliefs at Bear Creek Elementary is that every child, no matter their background is ensured a quality education that provides a rigorous, grade level education and that every child will learn. With this in mind, Bear Creek Elementary implements School-Wide PLC system with a tiered MTSS system of supports, including academic intervention and enrichment as well as Positive Behavioral Interventions and Supports. Positive Behavioral Interventions and Supports, or PBIS, is a school-wide 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 leadership team members, including administrators. 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 PurposeFull People 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 notes.

*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 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, 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. The Campus Improvement Plan is located on our campus website and a hard copy is available in the front office.

Perceptions Strengths

As a school-wide PBIS campus, campus discipline data shows students are responding to positive reinforcements for behavior. There is a need to reteach and reinforce Tier 1 campus expectations. Our PBIS team is building a plan to integrate current programs such as PBIS and Purposeful People into an effective tier one behavior system which teaches positive behaviors. Next year, we will incorporate the House System to assist in building an inclusive team environment which gives value to working together to achieve a goal.

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 positive characters traits 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 has lunch bunch with students from each grade level to develop 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. Safety talks are provided at each staff meeting by our campus safety liaison. We are able to have a safe, orderly dismissal by having four crossing guards at the four intersections around the school. Bear Creek Elementary works hard to support the community through whatever hardships it faces. 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 high participation in Red Ribbon week, book fairs, music and art programs.

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 Principal Advisory Council which meet monthly. All of the above events involved the community, promoted positive community engagement, and encouraged parents to become involved in their children's education.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Campus staff perceive discipline as a major concern. **Root Cause:** There is a need to monitor and support a tiered behavior support system and train teachers on best practices for building a strong classroom environment which is PBIS focused and restorative.

Problem Statement 2: PTA membership and community involvement is at an all time low. **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, encourage participate from PTA board members and hold events at a variety of times and in various forms of delivery.

Priority Problem Statements

Problem Statement 1: Bear Creek Elementary classroom teachers struggle to provide a streamlined, differentiated instruction program through small groups based on student needs.

Root Cause 1: BCE needs to provide targeted training on planning and implementing small group instruction with a focus on student learning accountability.

Problem Statement 1 Areas: School Processes & Programs

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

Root Cause 2: Teachers lack training in using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: The percentage of At-Risk learners on our campus is 80%. 8 out of every 10 BCE students has one or more characteristics affiliated with increased chances of school drop out. We are responsible for mitigating the effects of these characteristics.

Root Cause 3: Our student population results in the need for teaching strategies that go beyond verbal delivery of content. At risk students require additional instructional personnel, strategies, and materials to help them achieve adequate progress.

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff 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 surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: September 12, 2024





Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: SI: 80% of 3rd-5th grade teachers will score above proficient in implementing targeted data-based small group instruction as evidence by data from the District ELAR IPG rubric and District Math Look Fors rubric.

Evaluation Data Sources: Rubric Data

Strategy 1 Details	Reviews			
Strategy 1: After each assessment, teachers will analyze assessment data through the PLC process, make instructional implications for small group and plan targeted small group instruction based on data. Strategy's Expected Result/Impact: Students will receive targeted small group instruction based on need, thus closing achievement gap. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1 Funding Sources: Instructional Supplies and Materials - 211 - Title I Part A - \$2,000	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: 5 learning walks per week will be conducted by the campus leadership team. During weekly leadership team meetings, data from walks will be discussed and plans will be made for the week for coaching and professional development. Strategy's Expected Result/Impact: Every classroom will receive a weekly classroom walkthrough with feedback. Every 3rd-5th grade classroom will receive two walks per week. Staff Responsible for Monitoring: Principal & Leadership Team Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy Problem Statements: School Processes & Programs 1 Funding Sources: Training and Resources - 211 - Title I Part A - \$2,000		Formative			Summative
		Oct	Jan	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: Targeted professional development will be provided throughout the school year during PLCs , Faculty Meetings, and professional development days to address instructional best practices based on our data needs. Strategy's Expected Result/Impact: Increased engagement in class, effective lesson delivery will improve student outcomes. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1 Funding Sources: Professional Development - 211 - Title I Part A - \$15,000		Formative			Summative
		Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Instructional Leadership Team will conduct 10 walkthroughs per week using the Powerwalks system. Walkthroughs will focus on the Fundamental 5 which includes high yield instructional strategies, assessment of rigor, and strong objectives. Staff will be given monthly feedback on campus progress toward changing adult behaviors in instructional delivery. Strategy's Expected Result/Impact: Classroom rigor will raise and instructional practice will improve. Staff Responsible for Monitoring: Leadership team Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: Powerwalks Walkthrough Subscripction - 211 - Title I Part A - \$2,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Campus leadership team will communicate and review campus goals, expectations, data, progress, and adult behavior expectations during monthly meetings, staff newsletter, and team leader meetings. Strategy's Expected Result/Impact: Staff will staff informed on campus progress in meeting goals and needs of the campus. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The percentage of At-Risk learners on our campus is 80%. 8 out of every 10 BCE students has one or more characteristics affiliated with increased chances of school drop out. We are responsible for mitigating the effects of these characteristics. **Root Cause:** Our student population results in the need for teaching strategies that go beyond verbal delivery of content. At risk students require additional instructional personnel, strategies, and materials to help them achieve adequate progress.

Problem Statement 2: The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in 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 using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.

Student Learning

Problem Statement 1: The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in 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 using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.





School Processes & Programs

Problem Statement 1: Bear Creek Elementary classroom teachers struggle to provide a streamlined, differentiated instruction program through small groups based on student needs. **Root Cause:** BCE needs to provide targeted training on planning and implementing small group instruction with a focus on student learning accountability.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: BCE will work to close gaps among all sub-populations, ensuring that all groups meet the state-defined Domain 3 targets by the end of the 2024-2025 school year.

Strategy 1 Details	Reviews			
Strategy 1: BCE will utilize a variety of electronic resources and materials for small group instruction and stations. Strategy's Expected Result/Impact: Resources will be utilized to assign practice on a differentiated level for all students and will provide additional independent practice. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 Funding Sources: Prepared media - 211 - Title I Part A - \$10,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Interventionists will provide targeted enrichment and intervention across our at risk population in Reading, Math, and Science through small group instruction. Strategy's Expected Result/Impact: Close achievement gap among subgroups. Staff Responsible for Monitoring: Principal Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: Staffing - 211 - Title I Part A - \$233,134	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize small group instruction for all students which is differentiated by student need daily in their classrooms. Strategy's Expected Result/Impact: Increased student achievement. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: SUB Pops with coordinated funds title, comp ed go back to 2024	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: BCE will provide tutoring opportunities throughout the school year, including after school and in the summer. Strategy's Expected Result/Impact: Close academic achievement gap Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5 Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1 Funding Sources: Extra Duty Pay - 211 - Title I Part A - \$35,000	Formative			Summative
	Oct	Jan	Apr	June
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The percentage of At-Risk learners on our campus is 80%. 8 out of every 10 BCE students has one or more characteristics affiliated with increased chances of school drop out. We are responsible for mitigating the effects of these characteristics. Root Cause: Our student population results in the need for teaching strategies that go beyond verbal delivery of content. At risk students require additional instructional personnel, strategies, and materials to help them achieve adequate progress.
Problem Statement 2: The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in 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 using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.

Student Learning

Problem Statement 1: The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in 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 using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.

School Processes & Programs

Problem Statement 1: Bear Creek Elementary classroom teachers struggle to provide a streamlined, differentiated instruction program through small groups based on student needs. **Root Cause:** BCE needs to provide targeted training on planning and implementing small group instruction with a focus on student learning accountability.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: HB 3: The percent of Bear Creek Elementary 3rd grade students who achieve Meets and above in Reading will increase 40% by June 2025.

High Priority
HB3 Goal

Strategy 1 Details		Reviews			
Strategy 1: BCE will implement a targeted, focused PLC and RTI planning process which will focus on priority TEKS growth. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Apr	June
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Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in 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 using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.
Student Learning
Problem Statement 1: The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in 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 using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.

School Processes & Programs

Problem Statement 1: Bear Creek Elementary classroom teachers struggle to provide a streamlined, differentiated instruction program through small groups based on student needs. **Root Cause:** BCE needs to provide targeted training on planning and implementing small group instruction with a focus on student learning accountability.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: HB 3: The percent of Bear Creek Elementary 3rd grade students who achieve Meets and above in Math will increase 28% by June 2025.

Goal 2: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: ESF & SI: By April 2025, 80% of classrooms will be observed using high yield instructional strategies. during Tier 1 Instruction as measured by classroom walkthroughs.

Evaluation Data Sources: Powerwalks data, IPG and Math Look fors data

Strategy 1 Details	Reviews			
Strategy 1: Weekly walkthroughs will be conducted using Power walks data, IPG , and Math Look Fors. Data collected will be used to coach and shape teacher instructional practice. Strategy's Expected Result/Impact: Increased student engagement and achievement Staff Responsible for Monitoring: Principal & Instructional Coach Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Apr	June

0%

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100%

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Goal 2: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 2: Teacher and students will utilize data to inform decisions regarding goal setting and instruction. Informal reviews will be held weekly in PLCs and formal reviews each 9 weeks. Data will be used to build small group structures and tiered intervention through MTSS.

Evaluation Data Sources: Student assessment data.

Strategy 1 Details	Reviews			
Strategy 1: BCE will implement a targeted, focused PLC and RTI planning process which will focus on priority TEKS growth. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in 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 using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.
Student Learning
Problem Statement 1: The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in 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 using data to accurately formulate small groups, then use the data to plan and deliver effective differentiated learning for students in reading, writing, math, and science.

School Processes & Programs

Problem Statement 1: Bear Creek Elementary classroom teachers struggle to provide a streamlined, differentiated instruction program through small groups based on student needs. **Root Cause:** BCE needs to provide targeted training on planning and implementing small group instruction with a focus on student learning accountability.

Goal 2: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 3: By May 2025, 80% of student instructional tasks in the classroom will be at the application level or higher in the classroom as measured by classroom walkthroughs.





Strategy 1 Details	Reviews			
Strategy 1: SI: Using classroom walkthrough data on adult behaviors, teachers will receive professional development and coaching models to increase rigor in the classroom, affecting student performance. Strategy's Expected Result/Impact: Increased achievement STAAR scores. Staff Responsible for Monitoring: Principal & Instructional Coach Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: Bear Creek students will exhibit behaviors and attitudes that contribute to an engaging, caring learning environment. by building positive relationships within the campus and community, resulting in a 10% decrease in discipline issues on campus.

Evaluation Data Sources: BCE will build positive relationships with the campus community and will decrease the number of discipline referrals by 10%.

Strategy 1 Details	Reviews			
Strategy 1: Continue implementation of a Positive Behavior Interventions and Supports (PBIS) system through professional development of staff, materials and resources and communication of PBIS approaches to parents. Strategy's Expected Result/Impact: Improved student behavior and schoolwide behavior expectations. Staff Responsible for Monitoring: Principal Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 1 Funding Sources: TBSI Conference; PBIS Rewards, Purposeful People resources; Love and Logic training; student and staff behavior incentives; book studies - 211 - Title I Part A - \$2,266	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a strong character education program using KISD Purposeful People program and integrate into existing PBIS system of support in order provide a well rounded education to all students. Strategy's Expected Result/Impact: Decrease discipline referrals 10% Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: BCE will build a implement a counseling program dedicated to guidance lessons and support for students. Strategy's Expected Result/Impact: Increased student engagement, positive relationships with parents and community, and decreased discipline referrals. Staff Responsible for Monitoring: Counselor, Principal Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: BCE will train staff to implement the House System in order to develop a sense of family and team work across campus. Strategy's Expected Result/Impact: Decrease anxiety, social issues in children. Decrease behavior. Staff Responsible for Monitoring: Principal Title I: 2.5 Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The percentage of At-Risk learners on our campus is 80%. 8 out of every 10 BCE students has one or more characteristics affiliated with increased chances of school drop out. We are responsible for mitigating the effects of these characteristics. Root Cause: Our student population results in the need for teaching strategies that go beyond verbal delivery of content. At risk students require additional instructional personnel, strategies, and materials to help them achieve adequate progress.

Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.





Performance Objective 2: BCE will provide parent resources and strategies for bullying prevention, suicide awareness, and violence prevention as well as provide resources and training to parents in order to boost academic achievement of students.

Strategy 1 Details	Reviews			
Strategy 1: BCE will provide parent forums and other resources on topics of need such as but not limited to bullying prevention, conflict resolution, coping strategies, and other identified areas of need. Strategy's Expected Result/Impact: Increase awareness of current issues among parents and equip them with tools to handle situations. Staff Responsible for Monitoring: Counselor, Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 3: BCE will increase our student attendance from 93.89% to 94.39% by the end of the 24-25 school year.

Evaluation Data Sources: Attendance rates





Strategy 1 Details	Reviews			
Strategy 1: We will set weekly attendance goals for all grade levels. Every grade level who meets the weekly goal will get incentives as a grade level, and additional incentives if the entire school reaches the goal. Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Ada Clerk, Assistant Principal Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Increase information home to parents on the importance of attendance at school. Strategy's Expected Result/Impact: Parent awareness will lead to increased school performance. Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 4: Bear Creek Elementary will maximize community engagement to benefit the student body and impact student learning and academic achievement.

Evaluation Data Sources: Increase attendance at events and increase engagement opportunities.

Strategy 1 Details	Reviews			
Strategy 1: We will continue to increase community and business partners involvement in school with frequent communication of events, trainings, and home resources. Strategy's Expected Result/Impact: Increased involvement of the community at large Staff Responsible for Monitoring: Principal Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: STEM Night and Parent Resources - 211 - Title I Part A - \$3,587	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Develop and distribute the CIP, school parent compact and the parent and family engagement policy in both English and Spanish. CIP is available on the BCE website. Strategy's Expected Result/Impact: Increased family and parent engagement Staff Responsible for Monitoring: Title One teacher Title I: 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: BCE will offer monthly parent engagement events which empower parents to help their students at home. Communication of events will be distributed in English and Spanish via Social Media, Weekly Newsletter, website, and flyers sent home in Wednesday folders. Strategy's Expected Result/Impact: Increased community engagement in child's education. Staff Responsible for Monitoring: Principal Title I: 2.5, 4.1 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: - 211 - Title I Part A	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: BCE will hold transition events for students moving from Pre K to Kinder and 5th to 6th grade in order to ease the transition to these new environments. Strategy's Expected Result/Impact: Increased parent and student engagement, student success at transition level. Staff Responsible for Monitoring: Principal Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: The percentage of At-Risk learners on our campus is 80%. 8 out of every 10 BCE students has one or more characteristics affiliated with increased chances of school drop out. We are responsible for mitigating the effects of these characteristics. Root Cause: Our student population results in the need for teaching strategies that go beyond verbal delivery of content. At risk students require additional instructional personnel, strategies, and materials to help them achieve adequate progress.

Goal 4: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

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

Evaluation Data Sources: End of Year Conferences

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive professional development and support. Title I funded and State Compensatory Education funded intervention teachers will coordinate their services with classroom teachers to provide intervention and tutoring in order to impact students' achievement. Strategy's Expected Result/Impact: Improved coordination and integration of support personnel with general education. Staff Responsible for Monitoring: All teachers Instructional Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Goal 4: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

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

Evaluation Data Sources: Retention records, recruiting records and professional development records.

Strategy 1 Details	Reviews			
Strategy 1: Recruit and retain highly qualified, certified teachers and continue to ensure all teachers are certified in the content areas which they teach; all paraeducators are also highly qualified by meeting the Parapro and college hour requirements. Recruitment will occur year round and include participation in job fair and new teacher participation in the SHARE mentor program. Strategy's Expected Result/Impact: Higher teacher retention rates Staff Responsible for Monitoring: Administrative Team *Leadership Team	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	After each assessment, teachers will analyze assessment data through the PLC process, make instructional implications for small group and plan targeted small group instruction based on data.
1	1	3	Targeted professional development will be provided throughout the school year during PLCs , Faculty Meetings, and professional development days to address instructional best practices based on our data needs.
1	2	1	BCE will utilize a variety of electronic resources and materials for small group instruction and stations.
1	3	1	BCE will implement a targeted, focused PLC and RTI planning process which will focus on priority TEKS growth.
2	1	1	Weekly walkthroughs will be conducted using Power walks data, IPG , and Math Look Fors. Data collected will be used to coach and shape teacher instructional practice.
2	2	1	BCE will implement a targeted, focused PLC and RTI planning process which will focus on priority TEKS growth.
2	3	1	SI: Using classroom walkthrough data on adult behaviors, teachers will receive professional development and coaching models to increase rigor in the classroom, affecting student performance.
3	1	1	Continue implementation of a Positive Behavior Interventions and Supports (PBIS) system through professional development of staff, materials and resources and communication of PBIS approaches to parents.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	After each assessment, teachers will analyze assessment data through the PLC process, make instructional implications for small group and plan targeted small group instruction based on data.
1	1	2	5 learning walks per week will be conducted by the campus leadership team. During During weekly leadership team meetings, data from walks will be discussed and plans will be made for the week for coaching and professional development.
1	2	1	BCE will utilize a variety of electronic resources and materials for small group instruction and stations.
1	3	1	BCE will implement a targeted, focused PLC and RTI planning process which will focus on priority TEKS growth.
2	2	1	BCE will implement a targeted, focused PLC and RTI planning process which will focus on priority TEKS growth.

State Compensatory

Budget for Bear Creek Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Personnel for Bear Creek Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Sanchez-Aguilar	Teacher	1
Colleen Dominguez	Teacher	1
Juan Salazar	Academic Support Teacher	1

Title I

1.1: Comprehensive Needs Assessment

Bear Creek Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with principal, assistant principals, teacher leaders, paraprofessionals, parents, community members, and others developed this plan.

Members include:

Stephanie McElroy - Principal

Alicia Ashmore- Paraprofessional

Becky French - Community Member

Flor Mendoza-Parent

Lawanda Curtiss - Non-Teaching Professional

Catherine Baez - Parent

Jennifer Duddington - Non-Teaching Professional

Carlie West- Parent

Reagan Harris - Non-Teaching Professional

Flor Mendoza- parent

Amanda Sanchez - Teacher

Jennifer Rodriguez - Teacher

Paulette Savoie- District Liaison

Juan Salazar- Teacher

Ashley Muzny- District Liaison

Alejandra Aguilar- Teacher

Karen Baker- Community Representative

Vianney Hernandez- Teacher

Root causes were identified, written as needs and reported to the site-based planning team which also includes all stakeholders. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan. The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Texas Educational Agency (TEA). The CNA is available both in the front office of the school and on the campus website. The CNA was initially reviewed on March 21, 2024 and May 2, 2024.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Bear Creek Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1. The six steps that our campus follows include: 1. Establishing and training our site-based planning team; 2. Clarifying the vision for school reform; 3. Creating our school's profile; 4. Identifying data sources and gathering the data; 5. Analyzing the data; 6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback. Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning involves stakeholders and provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program. The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators and, if appropriate, specialized instructional support personnel, technical assistance providers, and school staff.

Members include:

Stephanie McElroy - Principal

Alicia Ashmore- Paraprofessional

Becky French - Community Member

Flor Mendoza-Parent

Lawanda Curtiss - Non-Teaching Professional

Catherine Baez - Parent

Jennifer Duddington - Non-Teaching Professional

Carlie West- Parent

Reagan Harris - Non-Teaching Professional

Flor Mendoza- parent

Amanda Sanchez - Teacher

Jennifer Rodriguez - Teacher

Paulette Savoie- District Liaison

Juan Salazar- Teacher

Ashley Muzny- District Liaison

Alejandra Aguilar- Teacher

Karen Baker- Community Representative

Vianney Hernandez- Teacher

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. Formative assessments will be completed quarterly in October, January, April, and June with a variety of stakeholders having input and providing feedback on those formative assessments. CAT Team meetings are scheduled for September 12, 2024, December 3, 2024, March 26, 2025 and May 6, 2025.

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

Bear Creek Elementary will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. [Section 1114(b)(7)(A) (ii)] The master schedule was developed to include daily extended learning time to provide Tier II and III intervention, as well as enrichment experiences such as STEM, Yearbook, Read Deed Run, Science Enrichment, and Book Club.

Additionally, BCE dedicates time and resources to building a strong tier one behavior plan which includes a campus culture of student belonging and inclusivity through our house system.

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

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

3.1: Annually evaluate the schoolwide plan

Each year, we meet to formally evaluate the school wide plan through our CAT team. This school year, we met on September 2, 2024. In this meeting we discussed goals and approved them for the year.

4.1: Develop and distribute Parent and Family Engagement Policy

As a part of our Campus Advisory Team (CAT) at Bear Creek, we jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community

through the campus website and updated periodically to meet the changing needs of parents and the school. Our plan includes a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy. In our final quarterly CAT meeting, which was on May 2, 2024 we reviewed the Parent and Family Engagement Policy for any updates or edits for the following school year based on what worked during the school year. We indicate how the Parent and Family Engagement Policy was reviewed and distributed yearly with our CAT Team. [Section 1116(b)(1)(A)(ii)]

4.2: Offer flexible number of parent involvement meetings

Bear Creek shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement. We always indicate days and times that the Parent and Family Engagement meetings are held and their locations. The campus calendar is developed annually in May with the input of parents, teachers, and administrators. Numerous opportunities for parent and family engagement are planned each semester. [Section 1116(c)(1-4) We provide annual meetings several times per year and include meetings in the evening, virtually, and during the day. A recorded meeting is also featured via youtube in our weekly newsletter so parents can view it at their convenience.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Sanchez-Aguilar	Teacher	Title I	1
Colleen Dominguez	Teacher	Title I	1
Jennifer Rodriguez	Teacher	Title I	1
Juan Salazar	Teacher	Title I	1

Campus Advisory Team

Committee Role	Name	Position
Community Representative	Karen Baker	Community Member
Paraprofessional	Dolores Rosas Cruz	Paraprofessional
Parent	Catherine Baez	Parent
Parent	Carlie West	Parent
Parent	Flor Mendoza	Parent
Classroom Teacher	Alejandra Aguilar	Teacher
Classroom Teacher	Vianney Hernandez	Bilingual Teacher
Classroom Teacher	Jennifer Rodriguez	Bilingual Teacher
District-level Professional	Paulette Savoie	District representative
Paraprofessional	Alicia Ashmore	Paraprofessional
Administrator	Jennfier Duddington	Assistant Principal
Non-classroom Professional	Reagan Harris	Katy Improvement Council (KIC) Representative/ Instructional Coach
Community Representative	Becky French	Community Member
Classroom Teacher	Amanda Sanchez	Student Support Teacher
Administrator	Lawanda Curtiss	Assistant Principal
Administrator	Stephanie McElroy	Principal

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Supplies and Materials		\$2,000.00
1	1	2	Training and Resources		\$2,000.00
1	1	3	Professional Development		\$15,000.00
1	1	4	Powerwalks Walkthrough Subscripction		\$2,000.00
1	2	1	Prepared media		\$10,000.00
1	2	2	Staffing		\$233,134.00
1	2	5	Extra Duty Pay		\$35,000.00
3	1	1	TBSI Conference; PBIS Rewards, Purposeful People resources; Love and Logic training; student and staff behavior incentives; book studies		\$2,266.00
3	4	1	STEM Night and Parent Resources		\$3,587.00
3	4	3			\$0.00
Sub-Total					\$304,987.00

Addendums



The Percent of **Bear Creek** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 39% to 44% by July 2029.

Bear Creek: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	39%					
		State Rate	46%					
		Met State Rate	No					
		Internal Goal	-	40%	41%	42%	43%	44%
		Met Internal Goal	-					

[illegible]

The Percent of **Bear Creek** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 27% to 32% by July 2029.

Bear Creek: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	27%					
		State Rate	40%					
		Met State Rate	No					
		Internal Goal	-	28%	29%	30%	31%	32%
		Met Internal Goal	-					

[illegible]