

Katy Independent School District
Bear Creek Elementary School
2026-2027 Campus Improvement Plan

Accountability Rating: C



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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

CNA meeting 1 was held on February 18, 2026 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:

Principal - Stephanie McElroy

Other School Leaders- Lawanda Curtiss, Jennifer Duddington, Lisa Strawn

Parents- Flor Mendoza, Catherine Baez, Carlie West, Katelyn Reyna, Stephanie Casiano, Arianna Zapata, Brenda Choun, Thalia Bowen

Community/Business Members- Jen Weston, Karen Baker

Paraprofessionals - Skipper Vaughn, Ana Machuca

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

District Administrators - Ashley Muzny, Vivian Muldune

Specialized Student Support-Irma Palafox, Sandra Pearl

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

Our second CNA meeting was held on May 13, 2026 at 4:00 p.m via zoom. At this meeting, we reviewed the CNA, went over the changes proposed from the previous meeting, and we 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, discipline data and informal data gathered throughout the year.

The following committee members were invited.

Admin. - Stephanie McElroy

Other School Leaders- Lawanda Curtiss, Jennifer Duddington, Lisa Strawn

Parents- Flor Mendoza, Catherine Baez, Carlie West, Katelyn Reyna, Stephanie Casiano, Arianna Zapata, Brenda Choun, Thalia Bowen

Community/Business Members- Jen Weston, Karen Baker

Paraprofessionals - Skipper Vaughn, Ana Machuca

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

District Representatives - AShley Muzny, Vivian Muldune

Specialized Student Support-Irma Palafox, Sandra Pearl

We developed the following problem statements and conducted a root cause analysis.

Prioritized Problem Statements ②	
Problem Statement	: The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in math, reading, and science are below 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, math, and science.
Problem Statement	: Campus behavior data is relatively unchanged over three years and we continue you to physical and verbal aggression as an issue among students.
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	: Community involvement for fun family activities is high, but is much lower for academically focused events and conversations such as conferences and curriculum nights.
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 participation in academic events, and hold events at a variety of times and in various forms of delivery.

Three Areas of Focus will be:

2. Bilingual parent involvement

3. Student behavior

Demographics

Demographics Summary

Bear Creek Elementary School is celebrating over forty five 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.

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 an on campus mentor, 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 2024-2025 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 that 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 24-25 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 number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in math, reading, and science are below 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, math, and science.

Problem Statement 2: Despite an overall increase in parent involvement, there remains a significant gap in effectively engaging bilingual families, limiting their connection to school activities, communication, and decision-making processes.

Root Cause: The school has not implemented culturally responsive engagement strategies, leading to a disconnect between school expectations and the cultural norms of families unfamiliar with the American education system--particularly regarding the expected role of parents in supporting student learning and school involvement.

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: 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.

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)	2025	2026
First Grade	60%	51%	58%	48%	39%
Second Grade	43%	49%	11%	34%	26%
Third Grade	N/A	60%	48%	27%	
Fourth Grade	N/A	33%	42%	38%	
Fifth Grade	20%	45%	49%	51%	

Student Learning Strengths

Strengths:

Across grades 3–5, the data reflects a clear and consistent upward trajectory in student achievement, particularly in the percentage of students reaching *Meets* and *Masters Grade Level*. This pattern of growth reflects a strengthening and increasingly coherent K–5 instructional system, where gains are being built and sustained across grade levels rather than in isolation. Grade 3 demonstrates steady growth in both math and reading, with notable increases in mastery and a continued rise in AMM scores, signaling strong foundational skill development that supports future learning.

Grade 4 reading remains stable at the Meets level while demonstrating meaningful growth in Masters, reflecting deeper levels of understanding among higher-performing students and improved rigor in instruction. Grade 5 shows the most pronounced acceleration, with strong gains in both math and reading, including substantial increases in Masters performance and consistent improvement in Meets percentages. The sustained achievement in 5th grade over the past two years is particularly significant, as it reflects the impact of a strengthened K–5 system that is effectively preparing students for end-of-elementary success.

Across all grade levels, there is also a general reduction in the percentage of students not meeting grade level expectations—most notably in Grade 3 math—alongside steady or improving Approaches rates, indicating broader movement toward proficiency. Cohort data further reinforces this positive momentum, especially in Grade 5, where sustained growth across multiple indicators highlights system-wide impact. Overall, the campus demonstrates a strengthening instructional system with increasing alignment across K–5, resulting in higher student mastery, improved consistency, and sustained academic growth over time.

3rd Grade Math					
Performance Level	25-26	24-25	23-24	22-23	
Does Not Meet Grade Level	35%	35%	35%	46%	
Approaches Grade Level	65%	65%	64%	58%	
Meets Grade Level	41%	34%	27%	30%	
Masters Grade Level	15%	11%	7%	9%	
Grand Total					
AMM Score	41	37	33	32	

4th Grade Math					COHORT
Performance Level	25-26	24-25	23-24	22-23	Growth
Does Not Meet Grade Level	35%	34%	45%	31%	0%
Approaches Grade Level	65%	66%	55%	66%	0%
Meets Grade Level	35%	38%	29%	36%	1%
Masters Grade Level	14%	15%	8%	10%	3%
Grand Total					
AMM Score	36	39	30	37	

5th Grade Math					COHORT
Performance Level	25-26	24-25	23-24	22-23	Growth
Does Not Meet Grade Level	25%	43%	31%	27%	-9%
Approaches Grade Level	74%	56%	69%	64%	8%
Meets Grade Level	39%	36%	35%	24%	1%
Masters Grade Level	19%	9%	6%	6%	4%
Grand Total					
AMM Score	40	34	37	31	

3rd Grade Reading					
Performance Level	25-26	24-25	23-24	22-23	
Does Not Meet Grade Level	24%	26%	34%	34%	
Approaches Grade Level	74%	74%	66%	67%	
Meets Grade Level	45%	37%	39%	35%	
Masters Grade Level	17%	13%	17%	7%	
Grand Total					
AMM Score	46	41	41	36	

4th Grade Reading					COHORT
Performance Level	26-27	24-25	23-24	22-23	GROWTH
Does Not Meet Grade Level	18%	18%	28%	21%	-8%
Approaches Grade Level	71%	75%	72%	74%	-3%
Meets Grade Level	43%	43%	37%	42%	6%
Masters Grade Level	19%	13%	9%	14%	6%
Grand Total					
AMM Score	44	44	39	44	

5th Grade Reading					COHORT
Performance Level	25-26	24-25	23-24	22-23	Growth
Does Not Meet Grade Level	21%	32%	25%	23%	3%
Approaches Grade Level	79%	68%	75%	76%	4%
Meets Grade Level	51%	48%	46%	47%	8%
Masters Grade Level	32%	21%	24%	23%	19%
Grand Total					
AMM Score	49	46	48	48	

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, reading, and science are below 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, math, and science.

Problem Statement 2: Science performance is not increasing at the same rate at Reading and Math.

Root Cause: Teachers lack familiarity with the new TEKS and curriculum due to limited exposure and insufficient professional development. Without targeted opportunities for collaborative planning and ongoing, job-embedded learning, teachers are unable to effectively internalize and implement the standards in daily instruction.

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) , 2nd grade uses TPRI/Tejas Lee(ELAR) and 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 and MAP is given in grades 1-5 in Math, Reading and Science to assess student growth. 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: padlet, educreation, piccollage, Aurasma, plickers, canva, and 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 2023, we became 1:1 with ipad and Chromebook access. The Katy ISD 1:1 initiative went into place in 2024, and all 3rd-5th graders have their own chromebook to use at school and home.

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 PLCs together. Teachers facilitate 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, Step, 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 PTO. 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: 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.

SEL continues to be a critical factor in meeting students emotional and social needs.

The House System was implemented in 2024 as an extension of the PBIS system and as a part of our Tier 1 behavior intervention plan. Year two implementation was successful and we are committed to deepening this practice across campus. In 2026, we are exploring getting parents involved and leveraging the House system as a tool to decrease behavior incidents.

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 Purposefull People into an effective tier one behavior system which teaches positive behaviors. We developed the House System in 2024 to assist in building an inclusive team environment which gives value to working together to achieve a goal.

In 2024, the addition of a Behavior Support Paraprofessional, Social Worker, and therapist added additional behavior supports which target the root cause of behaviors. By developing proactive supports, discipline issues have decreased.

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 House Council and through surveys as well as community circles.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus behavior data is relatively unchanged over three years and we continue to see physical and verbal aggression as an issue among students.

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 (Prioritized): Community involvement for fun family activities is high, but is much lower for academically focused events and conversations such as conferences and curriculum nights.

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 participation in academic events, 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 math, reading, and science are below district averages and need to increase so that all students make academic progress.

Root Cause 1: 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, math, and science.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Campus behavior data is relatively unchanged over three years and we continue to see physical and verbal aggression as an issue among students.

Root Cause 2: 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 Areas: Perceptions

Problem Statement 3: Community involvement for fun family activities is high, but is much lower for academically focused events and conversations such as conferences and curriculum nights.

Root Cause 3: As a school, we must improve the ways and frequency with which we communicate the importance of the events we hold at school, encourage participation in academic events, and hold events at a variety of times and in various forms of delivery.

Problem Statement 3 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
- 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)
- 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
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance 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

Goals

Revised/Approved: September 16, 2026

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 evidenced by data from the District walkthrough form.

Evaluation Data Sources: Walkthrough 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: 2.53 - 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 1 - Student Learning 1 Funding Sources: Instructional Supplies and Materials - 211 - Title I Part A - \$2,000	Formative			Summative
	Oct	Feb	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 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		Formative			Summative
		Oct	Feb	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: 2.52 - 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 - Student Learning 1 Funding Sources: Professional Development - 211 - Title I Part A - \$15,000		Formative			Summative
		Oct	Feb	Apr	June

Strategy 4 Details		Reviews			
Strategy 4: 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 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		Formative			Summative
		Oct	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in math, reading, and science are below 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, math, and science.
Student Learning
Problem Statement 1: The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in math, reading, and science are below 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, math, and science.

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

Performance Objective 2: HB 3: The percent of Bear Creek Elementary 3rd grade students who achieve Meets and above in Reading to 48% by July 2027.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: 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: Increased Student Achievement Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Feb	Apr	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

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

Performance Objective 3: HB3: The percent of Bear Creek Elementary 3rd grade students who achieve meets and above in Math will increase to 42% by July 2027.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: 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: Increased student achievement	Formative			Summative
	Oct	Feb	Apr	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

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

Performance Objective 4: 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 2026-2027 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: 2.52 - 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 - Student Learning 1 Funding Sources: Prepared media - 211 - Title I Part A - \$10,000	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Interventionists and Academic Support Teachers 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 - 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: Demographics 1 - Student Learning 1 Funding Sources: Staffing - 211 - Title I Part A - \$233,134	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: 85% of 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: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Small Group Instruction Resources - 211 - Title I Part A - \$2,000	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: 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 Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Extra Duty Pay - 211 - Title I Part A - \$35,000	Formative			Summative
	Oct	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in math, reading, and science are below 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, math, and science.
Student Learning
Problem Statement 1: The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in math, reading, and science are below 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, math, and science.

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

Performance Objective 5: Increase the number of students participating in the campus Coordinated Health Program

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. Strategy's Expected Result/Impact: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. Staff Responsible for Monitoring: Administrators Physical Education Teachers	Formative			Summative
	Oct	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 6: Ensure effective language program implementation through differentiated instruction, progress monitoring, and fidelity to district-approved models to promote equitable access and measurable language growth.

Evaluation Data Sources: Observation tools, student work, EB student language and academic progress data.

Strategy 1 Details	Reviews			
Strategy 1: Conduct regular classroom walkthroughs to monitor fidelity to district-approved language program models and alignment of instructional practices with program expectations. Strategy's Expected Result/Impact: Teachers will demonstrate increased fidelity to language program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Use EB student language proficiency and academic data to identify instructional needs and plan targeted, differentiated, grade-level instruction incorporating appropriate second language acquisition supports. Strategy's Expected Result/Impact: Increase in English language proficiency and academic performance, as evidenced by measurable growth in TELPAS and/or STAAR scores. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 2027, 100% 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 KISD walkthrough form. 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 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	Feb	Apr	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>					

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 MTSS planning process which will focus on priority TEKS growth. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Principal 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	Formative			Summative
	Oct	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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 2027, 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 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	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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 4: All campus literacy teachers will be ESL certified within one year of their hire date.

Evaluation Data Sources: KISD ESL certification records

Strategy 1 Details	Reviews			
Strategy 1: Monitor and track ESL certification status for all RLA teachers to ensure completion of ESL certification requirements. Strategy's Expected Result/Impact: 100% of RLA/English teachers will obtain ESL certification within one year of their hire date, ensuing teacher are appropriately certified and equipped to meet the linguistic and academic needs of EB students. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</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: Implement a campus wide 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 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Perceptions 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	Feb	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	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: BCE will build and 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 TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Feb	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 Problem Statements: Perceptions 1 Funding Sources: PBIS Tools and Subscription - 211 - Title I Part A - \$3,000	Formative			Summative
	Oct	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Campus behavior data is relatively unchanged over three years and we continue to see physical and verbal aggression as an issue among students. 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.

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	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</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 94 to 95% by the end of the 26-27 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 TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	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. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	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 with a special focus on the bilingual parent community. Strategy's Expected Result/Impact: Increased involvement of the community at large Staff Responsible for Monitoring: Principal Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: STEM Night and Parent Resources - 211 - Title I Part A - \$3,587	Formative			Summative
	Oct	Feb	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 TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	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: 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Hands on Materials - 211 - Title I Part A - \$1,000	Formative			Summative
	Oct	Feb	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 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	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 5: Strengthen family and community engagement by providing meaningful opportunities for parents and families of EB students to participate in educational activities, events, and partnerships that support student achievement, belonging, and overall success throughout the school year.

Evaluation Data Sources: Parent/family engagement participation data, event attendance records, parent feedback surveys, information flyers, and documentation of family and community partnerships.

Strategy 1 Details	Reviews			
Strategy 1: Develop partnerships with families and community organizations to provide resources and opportunities that support EB student success Strategy's Expected Result/Impact: Increased parent/family participation and stronger school partnerships will provide families of EB students with the knowledge, resources, and opportunities needed to support student achievement, belonging, and overall success. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</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 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	Feb	Apr	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</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	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</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	4	1	BCE will utilize a variety of electronic resources and materials for small group instruction and stations.
2	1	1	Weekly walkthroughs will be conducted using KISD walkthrough form. Data collected will be used to coach and shape teacher instructional practice.
2	2	1	BCE will implement a targeted, focused PLC and MTSS 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	Implement a campus wide 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	4	1	BCE will utilize a variety of electronic resources and materials for small group instruction and stations.
2	2	1	BCE will implement a targeted, focused PLC and MTSS 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. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

CNA meeting 1 was held on February 18, 2026 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:

Principal - Stephanie McElroy

Other School Leaders- Lawanda Curtiss (replaced by Courtney Patterson), Jennifer Duddington (replaced by Annalisa Matzen) , Lisa Strawn

Parents- Flor Mendoza, Catherine Baez, Carlie West, Katelyn Reyna, Stephanie Casiano, Arianna Zapata, Brenda Choun, Thalia Bowen

Community/Business Members- Jen Weston, Karen Baker

Paraprofessionals - Skipper Vaughn, Ana Machuca

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

District Administrators - Ashley Muzny, Vivian Muldune

Specialized Student Support-Irma Palafox, Sandra Pearl

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

Our second CNA meeting was held on May 13, 2026 at 4:00 p.m via zoom. At this meeting, we reviewed the CNA, went over the changes proposed from the previous meeting, and we 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, discipline data and informal data gathered throughout the year.

The following committee members were invited.

Principal - Stephanie McElroy

Other School Leaders- Lawanda Curtiss (replaced by Courtney Patterson), Jennifer Duddington (replaced by Annalisa Matzen), Lisa Strawn

Parents- Flor Mendoza, Catherine Baez, Carlie West, Katelyn Reyna, Stephanie Casiano, Arianna Zapata, Brenda Choun, Thalia Bowen

Community/Business Members- Jen Weston, Karen Baker

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

Specialized Student Support-Irma Palafox, Sandra Pearl

Prioritized Problem Statements ?

Problem Statement	: The number of students scoring at "Approaches", "Meets" and "Masters" Grade Level performance in math, reading, and science are below 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, math, and science.
Problem Statement	: Campus behavior data is relatively unchanged over three years and we continue to have physical and verbal aggression as an issue among students.
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	: Community involvement for fun family activities is high, but is much lower for academically focused events and conversations such as conferences and curriculum nights.
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 participation in academic events, and hold events at a variety of times and in various forms of delivery.

Bear Creek Elementary School
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1. Small Group Instruction
2. Bilingual parent involvement
3. Student behavior

1.2: Location for Evidence of Multiple Meetings Held

CNA Meetings were held on February 18, 2026 via zoom at 4:00 and May 13, 2026 at 4:00 via zoom. Evidence will be housed in Title One Crate in the form of meeting minutes and agendas.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The draft CIP will be shared and final approval will be at our first meeting on September 16, 2026 via zoom at 4:00. The meeting agenda, minutes, and sign in sheets are located in Title One Crate.

2.2: Stakeholders 1114(b)(2)

Admin. - Stephanie McElroy

Other School Leaders- Lawanda Curtiss (replaced by Courtney Patterson), Jennifer Duddington (replaced by Annalisa Matzen), Lisa Strawn

Parents- Flor Mendoza, Catherine Baez, Carlie West, Katelyn Reyna, Stephanie Casiano, Arianna Zapata, Brenda Choun, Thalia Bowen

Community/Business Members- Jen Weston, Karen Baker

Paraprofessionals - Skipper Vaughn, Ana Machuca

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

District Representatives - AShley Muzny, Vivian Muldune

Specialized Student Support-Irma Palafox, Sandra Pearl

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The campus plan is available on the campus website in both English and Spanish. Additionally, a printed copy can be found in the front office.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Any strategy in which Title I funds are listed as a funding source has Title I elements tied to it.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Formative reviews will be held in October, February and April to determine program effectiveness. A summative review will be held during June. The evaluation will be used to develop CNA for next year and establish campus goals.

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 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	3	Professional Development		\$15,000.00
1	4	1	Prepared media		\$10,000.00
1	4	2	Staffing		\$233,134.00
1	4	3	Small Group Instruction Resources		\$2,000.00
1	4	4	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	1	4	PBIS Tools and Subscription		\$3,000.00
3	4	1	STEM Night and Parent Resources		\$3,587.00
3	4	3	Hands on Materials		\$1,000.00
Sub-Total					\$306,987.00



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%	37%	47%			
		State Rate	46%	49%	50%			
		Met State Rate	No	No	No			
		Internal Goal	-	40%	41%	48%	49%	50%
		Met Internal Goal	-	No	Yes			

MET 2029 Goal in 2026

Bear Creek: Targets	3rd Grade Reading Meets or Above		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	12	33%	71	34%	6	67%	0		1	100%	0		3	100%	22	18%	73	34%	48	31%
		2025 Actual	10	40%	79	34%	6	67%	0		1	0%	0		4	50%	28	25%	84	31%	53	23%
		2026 Target				44%																33%
		2026 Actual	14	29%	73	42%	10	80%	0		2	100%	0		2	100%	30	33%	76	36%	48	44%
		Met Target				N																Y
		2027 Target		39%																46%		

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%	34%	41%			
		State Rate	40%	44%	44%			
		Met State Rate	No	No	No			
		Internal Goal	-	28%	35%	42%	43%	44%
		Met Internal Goal	-	Yes	Yes			

MET 2029 Goal in 2025

MET 2029 Goal in 2026

Bear Creek: Targets	3rd Grade Math Meets or Above		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	12	17%	72	24%	6	67%	0		1	0%	0		3	67%	22	9%	74	22%	49	18%
		2025 Actual	10	30%	79	34%	6	33%	0		1	100%	0		4	25%	28	21%	84	32%	53	28%
		2026 Target				44%																38%
		2026 Actual	13	15%	72	44%	10	30%	0		2	100%	0		2	100%	29	21%	75	37%	48	56%
		Met Target				Y																Y
		2027 Target		25%				40%														