

Grapevine-Colleyville ISD
Bear Creek Elementary
2024-2025 Campus Improvement Plan



Mission Statement

The mission of Bear Creek Elementary is to be an exemplary campus that provides a positive, supportive, nurturing and engaging environment that celebrates our diversity and relationships around our school community.

Vision

Bear Creek Elementary empowers students to succeed in a diverse world by providing a successful, positive and cooperative learning environment.

Value Statement

We believe that the positive relationships with our students, colleagues and parents are the foundation for Bear Creek's success. We believe that our school's unique diversity fosters an environment of mutual respect, responsibility and a passion for learning.

Core Beliefs:

EVERY student will be proficient or advanced in reading, writing, and math.

The academic accomplishment of every student is an obsession.

The school can neutralize many challenges students bring to the classroom.

Student achievement is the number one topic of conversation.

A maverick spirit is leading the way. (Fight against the status quo)

There are NO excuses for poor effort.

Table of Contents

Priority Problem Statements	4
Goals	5
Goal 1: Student Achievement and Post Secondary Readiness	5
Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building	17
Goal 3: Parents, Families, and Community Satisfaction and Engagement	20

Goal 4: Strong Financial Stewardship and Internal System Efficiency 29

Title I Personnel 33

Campus Funding Summary 34

Priority Problem Statements

Problem Statement 1: The percentage of students meeting grade level or higher in mathematics as measured by the STAAR is below our local targets.

Root Cause 1: The campus lacks a system to provide personalized interventions, as well as, support to teachers in providing high quality Tier One instruction that scaffolds students according to their needs.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students are not able to demonstrate grade level proficiency needed to be successful using reading as a learning tool.

Root Cause 2: i-Ready data shows students are entering the second grade two or more grade levels below especially in regards to phonics. Early grade level classroom teachers need additional support in providing students with personalized interventions and additional time in fundamental reading skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The 2024 state accountability ratings have been delayed by TEA; however, internal calculations indicate students are not moving up through the performance levels as measured by STAAR for growth in mathematics.

Root Cause 3: Last school year, our Tier 3 Math students were growing more slowly (BOY to MOY to EOY) than expected in Grades 3, 4, and 5 as measured by our universal screener despite our system of interventions.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: As evidenced by staff feedback and admin data, Bear Creek staff need additional strategies and resources to work with students who are not achieving their full potential, as well as, a campus leader dedicated to students in need of additional support.

Root Cause 4: Bear Creek is the most culturally and linguistically diverse elementary campus in our district. Additionally, nearly 45% of the students are identified as Economically Disadvantaged. There is a need to differentiate our behavior management, as well as, our systems of support for students.

Problem Statement 4 Areas: Demographics

Problem Statement 5: The organization of Volunteer and Parent/Family Engagement Opportunities may have opportunities for realignment in order to optimize our school community's efforts towards student achievement.

Root Cause 5: The campus needs an opportunity to align the vision for parent, family, and volunteering opportunities to identified needs of the students in order to meet our rigorous academic and behavioral targets.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Parents and families are less engaged with the school as compared to the pre-pandemic years.

Root Cause 6: The campus needs to learn from stakeholders about how best to engage with parents, as well as, identify and implement strategies to increase parental involvement on campus.

Problem Statement 6 Areas: Perceptions


Goals


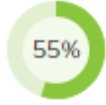
Goal 1: Student Achievement and Post Secondary Readiness







Performance Objective 1: Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals].

HB3 Goal

Evaluation Data Sources: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance

Strategy 1 Details	Reviews			
<p>Strategy 1: Learning Support Specialists for Reading and Math will be on campus to accelerate learning and continue the recovery from learning loss due to the pandemic [ESSA].</p> <p>Strategy's Expected Result/Impact: the percentage of students with reading and mathematics skills that are at or above grade level will increase resulting in improved preparation for the next set of grade level standards</p> <p>Staff Responsible for Monitoring: Campus Principals Cassie Brandt Maria Asbill</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Learning Support Specialists - 211 - ESEA Title I, Part A - \$140,000</p>	Formative			Summative
	Sept	Feb	Apr	June
				

Strategy 2 Details		Reviews			
Strategy 2: Identified students will receive accelerated instruction in state-assessed content areas using high-quality materials and tutors or small-group instructors trained on those materials [HB 1416]. Strategy's Expected Result/Impact: Students unsuccessful on state assessments will receive accelerated instruction as required by HB 4545/ HB 1416. Students identified through our universal screeners and other methods will also receive additional time on task. Students receiving additional time on task with high-quality materials and trained teachers/tutors will demonstrate significant growth in reading and mathematics in order to meet or exceed rigorous state grade-level standards. Campuses must collect HB 1416 program completion details to be reported in the summer PEIMS submission beginning in the summer of 2025. Staff Responsible for Monitoring: Campus Principal, Student support specialists: Cassie Brandt and Maria Asbill Results Driven Accountability		Formative			Summative
		Sept	Feb	Apr	June
					
Strategy 3 Details		Reviews			
Strategy 3: 1.1.1 Use the Comprehensive Curriculum Management Plan (CMP) with fidelity. Strategy's Expected Result/Impact: "By May 2025, 100% of BCE staff will have reviewed and utilized the CMP, participated in Campus PD and PLCs. By May 2025, the percentage of BCE students scoring Approaches Grade Level or Higher on the Science STAAR/EOC will be at least 60% up from 48% in 2024. By May 2025, the percentage of BCE students scoring Masters Grade Level on the Science STAAR will be at least 10% up from 7% in 2024. " Staff Responsible for Monitoring: Learning Liaison, Assistant Principals, Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Sept	Feb	Apr	June
					

Strategy 4 Details		Reviews			
Strategy 4: 1.1.2 Provide a systematic process to ensure high quality, engaging instruction in reading. Strategy's Expected Result/Impact: "By May 2025, the percentage of all BCE students scoring Approaches Grade Level or Higher on the Reading STAARs will be at least 90% up from 84% in 2024. By May 2025, the percentage of students performing at Masters Grade Level in Reading/Language Arts on the STAAR/EOC will increase to at least 30% up from 25% in 2024. Annually, all students kindergarten through 5th grade will meet or exceed the iReady typical growth goal in reading. By June 2025, a baseline will be established for students meeting or exceeding iReady My Plan stretch goal in reading." Staff Responsible for Monitoring: Learning Liaison, Assistant Principals, Principal, Reading Support Specialist. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Sept	Feb	Apr	June
					
Strategy 5 Details		Reviews			
Strategy 5: 1.1.2 Ensure high quality, engaging instruction in math. Strategy's Expected Result/Impact: "By May 2025, the percentage of all students scoring Approaches Grade Level on the Math STAARs will be at least 74% up from 64% in 2024. By May 2025, the percentage of all students performing at Masters Grade Level in Math on the STAAR/EOC will increase to at least 18% up from 13% in 2023. By June 2025, a baseline will be established for students meeting or exceeding iReady My Plan stretch goal in math. " Staff Responsible for Monitoring: Learning Liaison, Assistant Principals, Principal, Math Support Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Sept	Feb	Apr	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:


Student Learning
<p>Problem Statement 1: The percentage of students meeting grade level or higher in mathematics as measured by the STAAR is below our local targets. Root Cause: The campus lacks a system to provide personalized interventions, as well as, support to teachers in providing high quality Tier One instruction that scaffolds students according to their needs.</p> <p>Problem Statement 2: Students are not able to demonstrate grade level proficiency needed to be successful using reading as a learning tool. Root Cause: i-Ready data shows students are entering the second grade two or more grade levels below especially in regards to phonics. Early grade level classroom teachers need additional support in providing students with personalized interventions and additional time in fundamental reading skills.</p> <p>Problem Statement 3: The 2024 state accountability ratings have been delayed by TEA; however, internal calculations indicate students are not moving up through the performance levels as measured by STAAR for growth in mathematics. Root Cause: Last school year, our Tier 3 Math students were growing more slowly (BOY to MOY to EOY) than expected in Grades 3, 4, and 5 as measured by our universal screener despite our system of interventions.</p>







Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 2: College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

HB3 Goal

Evaluation Data Sources: College Career Military Readiness Indicators
"School Quality Status" Indicator Domain III State Accountability System





Strategy 1 Details	Reviews			
Strategy 1: "1.2.1 Increase the number of students who demonstrate college readiness." Strategy's Expected Result/Impact: Increase the Number of Students testing for GT to 100 from 94 tested in 2023-2024 school year. Increase the Number of Students testing for telescoping to 10 from 6 tested in 2023-2024 school year. BCE Students will have college awareness. Staff Responsible for Monitoring: GT Lead Teacher, Learning Liaison, Campus Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: 1.2.2 Increase the number of students who demonstrate career and workforce readiness. Strategy's Expected Result/Impact: BCE Students will have career awareness; they will have participated in Career Day. They will have interacted with the career exploration display. Staff Responsible for Monitoring: Counselor and Campus Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			








Strategy 3 Details	Reviews			
Strategy 3: Improve the 4 Year Federal, as well as, the 4 Year, 5 Year Extended, and 6 Year Extended Graduation rates, as reported for State Accountability, to pre-pandemic levels or higher through student and family engagement and attendance interventions with a goal of 98% by 2028 for the 4 Year Federal Rate [State Accountability]. Strategy's Expected Result/Impact: By May 2025, BCE will establish a baseline for monthly tardies and create a goal for 2025-2026 for improvements. By May 2025, the overall BCE ADA will increase from 94.7% (2023) to 96%. Staff Responsible for Monitoring: Registrar: Georgia Stewart Assistant Principals Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Execute, monitor, and effectively communicate the implementation of all HB3 requirements including Board Goals, Hiring of Highly Effective Teachers, and Reading Academies [TEA Requirement]. Strategy's Expected Result/Impact: The district will remain in compliance with Texas Education Agency requirements. Staff Responsible for Monitoring: Learning Liaison Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Sept	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 3: Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data Sources: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.






Strategy 1 Details	Reviews			
Strategy 1: "BCE will provide a systematic multi-tiered system of support (MTSS) to include social and behavior support for students. Utilize MTSS (social and behavior)." Strategy's Expected Result/Impact: "By May 2025, a baseline will be established for tier 2 and tier 3 iReady usage per week. By May 2025, a baseline will be established for BCE students maintaining, exceeding and moving toward grade level proficiency." Staff Responsible for Monitoring: Assistant Principals, Campus Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Participate in Red Ribbon Week Strategy's Expected Result/Impact: Students will have drug prevention awareness. Staff Responsible for Monitoring: Counselor, Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
				





Strategy 3 Details	Reviews			
Strategy 3: 100% of Bear Creek staff will use CHAMPS expectations and routines in their classrooms. Walkthroughs will note evidence of CHAMPs expectations and procedures observed. Strategy's Expected Result/Impact: Decrease interruptions to instructional time, improve school culture and create safe environments for all students and staff. Reduce office referrals by 5% from EOY 2024 to EOY 2025. BCE Behavior Tracking Document will be used to collect data. Staff Responsible for Monitoring: Assistant Principals, Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Each week Bear Creek staff members will each nominate a BCE student for a Golden Paw or a Blue Paw for students who have demonstrated our BCE Credo: Work Hard, Show Respect, Be Kind, No Excuses. Strategy's Expected Result/Impact: By May 2025, 100% of students will be recognized with a Blue Paw, 70% of BCE students will be recognized with a Golden Paw. Improved campus culture, decrease student office referrals and discipline incidents. Staff Responsible for Monitoring: Librarian, Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Bear Creek will continue the PBIS committee that will meet monthly to discuss campus expectations, rewards, and initiatives aimed at promoting and increasing the desired student behaviors in classrooms, cafeteria, hallways and recess. Strategy's Expected Result/Impact: Improved campus culture, decrease student office referrals and discipline incidents by 5% from EOY 2024 to EOY 2025. Staff Responsible for Monitoring: Anne Bowen, PBIS Committee Leader, Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 4: Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

Evaluation Data Sources: GCISD Quality Cup, Student Schedules and Rosters


Strategy 1 Details	Reviews			
Strategy 1: 1.4.1 Monitor opportunities for all students to engage in scholastic experiences. Strategy's Expected Result/Impact: By May 2025, BCE will collect participation numbers in scholastic events such as the Spelling Bee. Staff Responsible for Monitoring: Learning Liaison (spelling bee coordinator), Campus Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: 1.4.2 Monitor student participation in the campus PE program. Strategy's Expected Result/Impact: By May 2025, 100% of BCE students will have been the leader of a PE class Staff Responsible for Monitoring: PE Coach, Campus Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: 1.4.2 Monitor student participation in the campus Fine Arts programs. Strategy's Expected Result/Impact: By May 2025, 100% of BCE students (k-5) will have participated in a choir program at school. 100% of BCE students (k-5) will have performed on the cafeteria stage. Staff Responsible for Monitoring: Music Teacher, Campus Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
				




Strategy 4 Details	Reviews			
Strategy 4: Continue to recruit and train students to serve on the BCE Student Council and the BCE Kindness Ambassadors. Strategy's Expected Result/Impact: Improved campus culture, decrease student office referrals and discipline incidents. By May 2025, BCE will create a baseline of students participating in campus clubs. Staff Responsible for Monitoring: Counselor, Campus Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				





Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 5: Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Sources: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

Strategy 1 Details	Reviews			
Strategy 1: BCE staff will utilize attendance incentives through grade level and class competitions to encourage and increase student attendance. Strategy's Expected Result/Impact: By May 2025, the overall ADA will increase from 94.7% (2023) to 96%. Staff Responsible for Monitoring: Counselor, Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Bear Creek Elementary will utilize an Administrative Liaison who facilitates connections between students, families, general education classrooms, MTSS, and specialized program support in order to improve student academic and behavioral outcomes. Strategy's Expected Result/Impact: Instructional time lost due to discipline will decrease Improved rate of academic growth in Tier 3 and Tier 2 student populations Greater coherence of student support provided Increased school and family partnerships Staff Responsible for Monitoring: Principal, Mia Magana Administrative Liaison, Jenna Brosette Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1 Funding Sources: Administrative Liaison - 255 - ESEA Title II, Part A, TPTR - \$75,000	Formative			Summative
	Sept	Feb	Apr	June
	N/A			

Strategy 3 Details		Reviews			
<p>Strategy 3: As dating violence will not be tolerated, counselors will provide guidance lessons to students emphasizing the definition of dating violence, methods to gain assistance for one's self or others, and reporting procedures regarding the alleged victim or perpetrator. To the extent possible, the schools will make available to students age-appropriate educational materials on the dangers of dating violence and resources for students seeking help. Additionally, campus administration and counselors will be trained on the reporting procedures and appropriate policies will be updated [Legislative Requirement].</p> <p>Strategy's Expected Result/Impact: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution. Staff members can successfully apply the reporting procedures. Campus staff and students will have a greater awareness of what constitutes dating violence.</p> <p>By May 2025, Campus Principal will send parent communication regarding Title IX information at the elementary campus. By May 2025, Students will have awareness of safety.</p> <p>Staff Responsible for Monitoring: Principal</p>		Formative			Summative
		Sept	Feb	Apr	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: As evidenced by staff feedback and admin data, Bear Creek staff need additional strategies and resources to work with students who are not achieving their full potential, as well as, a campus leader dedicated to students in need of additional support. Root Cause: Bear Creek is the most culturally and linguistically diverse elementary campus in our district. Additionally, nearly 45% of the students are identified as Economically Disadvantaged. There is a need to differentiate our behavior management, as well as, our systems of support for students.</p>

Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building

Performance Objective 1: Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Sources: Gallup Surveys

Strategy 1 Details	Reviews			
Strategy 1: BCE lead team will recognize and celebrate the staff through monthly treat carts, weekly door signs (3 staff members per week), Staff recognitions shoutouts in the Bear Necessities Newsletter, birthday cards and gifts for all staff, and weekly thank you cards/tweets for BCE and district staff. Strategy's Expected Result/Impact: By May 2025, 100% of staff would have been recognized with a Level Up door sign. By May 2025, 100% of staff will have been recognized with a thank you card. Staff Responsible for Monitoring: Learning Liaison Assistant Principals Principal Counselor Librarian ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: BCE will create and distribute a staff survey after each bimonthly faculty meeting to measure and monitor staff learning as well as collect feedback or suggestions for improvement of staff meetings. Strategy's Expected Result/Impact: BCE Leadership will implement 1-2 suggestions from staff feedback by the end of 2024. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building

Performance Objective 2: Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Strategy 1 Details	Reviews			
Strategy 1: 2.2.3 BCE will build authentic relationships with our staff, teachers, and administrators through Educators Thriving learning during staff meetings, PLC and professional development days. Strategy's Expected Result/Impact: By August 2025, Staff retention rate will increase to 80% from 73% in 2024. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<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 2: Faculty and Staff Recruitment, Retention, and Capacity Building

Performance Objective 3: Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I requirement]. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].

Strategy 1 Details	Reviews			
Strategy 1: The campus will work with district staff and outside educational consultants from Region 11 to create and provide quality professional development on district professional development days that are targeted at improving student outcomes based on Bear Creek student data and needs. Strategy's Expected Result/Impact: Quality instruction and training for staff that will lead to improved student outcomes Staff Responsible for Monitoring: Learning Liaison Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Sept	Feb	Apr	June
	N/A			

0%

No Progress





100%

AccomplishedContinue/ModifyDiscontinue

Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1: Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Strategy 1 Details	Reviews			
Strategy 1: Stagger Fall Curriculum night to optimize parent engagement. Curriculum night will have different times for special programs, early and late elementary grade levels. Strategy's Expected Result/Impact: Create a baseline for parent attendance at Fall curriculum night. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Hold Prek and Kindergarten Information Meetings in which parents come to the school to learn about primary instruction in reading. Strategy's Expected Result/Impact: By May 2025, we will create a baseline for parents attending PreK and Kinder Information Meetings. Staff Responsible for Monitoring: Assistant Principal Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Bear Creek will send out a parent survey to gather feedback on parent satisfaction, areas of strength, and areas in need of improvement after each school wide parent night. Strategy's Expected Result/Impact: BCE will collect feedback data and use it to implement the next school wide parent night. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June
	N/A			





Strategy 4 Details		Reviews			
Strategy 4: Bear Creek will hold parent engagement nights along with music events for specific grade levels. The events will be called: Math and Music. Strategy's Expected Result/Impact: Parents will have attended school events to engage with the teachers and students. Staff Responsible for Monitoring: Principal, grade level leaders and music teacher Title I: 4.1, 4.2 Problem Statements: Perceptions 2 Funding Sources: Supplies - 211 - ESEA Title I, Part A - \$2,900		Formative			Summative
		Sept	Feb	Apr	June
		N/A			
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Parents and families are less engaged with the school as compared to the pre-pandemic years. Root Cause: The campus needs to learn from stakeholders about how best to engage with parents, as well as, identify and implement strategies to increase parental involvement on campus.

Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 2: Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Strategy 1 Details	Reviews			
Strategy 1: BCE Social Media channels will recognize parent partnerships once per month. Strategy's Expected Result/Impact: By May 2025, BCE Social Media Channels will have 10 posts recognizing BCE parents and community members for partnering with the campus. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Bear Creek will utilize opportunities created by Title I requirements (including the Annual Title I Meeting, Developing and Revising the School Compact, and Developing and Revising the Campus Parent and Family Engagement Policy) to collect feedback from a wide array of parents. Additionally, these opportunities will be shared using a variety of methods and multiple meeting times in order to best engage our families, as well as, include snacks or child care to encourage participation. Strategy's Expected Result/Impact: Greater alignment between the supports parents and school staff can provide to identified student needs Increased partnership between the campus and parents/family Shared vision of campus and student success Staff Responsible for Monitoring: Principal, Mia Magana Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Extra Duty Pay, Snacks, Supplies - 289 - Title IV - \$2,940	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: The organization of Volunteer and Parent/Family Engagement Opportunities may have opportunities for realignment in order to optimize our school community's efforts towards student achievement. **Root Cause:** The campus needs an opportunity to align the vision for parent, family, and volunteering opportunities to identified needs of the students in order to meet our rigorous academic and behavioral targets.

Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 3: Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/ campuses and our business community.

Strategy 1 Details	Reviews			
Strategy 1: Bear Creek will collaborate with the Euless Police Department to bring in the EPIC program for all Bear Creek Students. Strategy's Expected Result/Impact: Create positive relationships and community engagement between the BCE community and Euless Police Department. Staff Responsible for Monitoring: Princippal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			

0%

No Progress

100%

Accomplished

Continue/Modify

Discontinue

Goal 3: Parents, Families, and Community Satisfaction and Engagement





Performance Objective 4: All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

Evaluation Data Sources: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1 Details	Reviews			
Strategy 1: Bear Creek staff will encourage consistent attendance by creating a welcoming environment each morning: music playing outside, monthly High-Five Fridays, and all staff members in the halls greeting students as they enter each day. Strategy's Expected Result/Impact: By May 2025, the overall ADA will increase from 94.7% (2023) to 96%. Staff Responsible for Monitoring: Assistant Principals Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<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>				

Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 5: Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1 Details	Reviews			
Strategy 1: Bear Creek staff, along with the PTA, will offer multiple parent engagement nights throughout the school year including but not limited to: Rock Painting party with the Principal, PK information meeting, Kinder information. meeting, Safety Meeting, BCE Career Day, GT Game Night, and a Spring Saturday Carnival. Strategy's Expected Result/Impact: Increase parent engagement and positive school culture Staff Responsible for Monitoring: Principal Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2 Funding Sources: Refreshments and supplies to increase parent and family participation on campus - 211 - ESEA Title I, Part A	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Bear Creek will host two Annual Title I meetings in the Fall Semester at different times to increase opportunities for parents to learn about the program, as well as, engage with parents in the development, renewal, and revision of strategies in the written Parent and Family Engagement Policy and the School-Parent Compact. Strategy's Expected Result/Impact: Parents will have a variety of methods to provide the campus with feedback regarding the Schoolwide, Title I program, the Parent & Family Engagement (PFE) Policy, and the School-Parent Compact. The PFE policy and School-Parent Compact will be shared using our campus website and newsletter. Staff Responsible for Monitoring: Principal Title I: 4.1, 4.2 Problem Statements: Perceptions 1, 2 Funding Sources: Refreshments and Supplies for the PFE program and policy sessions - 211 - ESEA Title I, Part A	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:

Perceptions

Problem Statement 1: The organization of Volunteer and Parent/Family Engagement Opportunities may have opportunities for realignment in order to optimize our school community's efforts towards student achievement. **Root Cause:** The campus needs an opportunity to align the vision for parent, family, and volunteering opportunities to identified needs of the students in order to meet our rigorous academic and behavioral targets.

Problem Statement 2: Parents and families are less engaged with the school as compared to the pre-pandemic years. **Root Cause:** The campus needs to learn from stakeholders about how best to engage with parents, as well as, identify and implement strategies to increase parental involvement on campus.

Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 6: Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Sources: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Strategy 1 Details	Reviews			
Strategy 1: Bear Creek will encourage and host an event on the morning of National Walk & Ride to School Day in October. Students will be given stickers if they walk or ride their bike to school on walk or ride to school day. Strategy's Expected Result/Impact: Improved school culture and promoted healthy lifestyles. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<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></div>				

Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1: Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Strategy 1 Details	Reviews			
Strategy 1: Bear Creek will use Economically Disadvantaged Funds to provide after-school tutoring for students at risk. Strategy's Expected Result/Impact: Close achievement gap for students at risk: every student at Bear Creek will experience a year's growth academically. Staff Responsible for Monitoring: Assistant Principals Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Sept	Feb	Apr	June
	N/A			

0%

No Progress

100%

Accomplished

Continue/Modify

Discontinue

Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 2: Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Strategy 1 Details	Reviews			
Strategy 1: Bear Creek will send teachers to ESL training to prepare them for the ESL supplemental test and equip them to meet EB student needs. Strategy's Expected Result/Impact: By May 2025, 100% of Certified teachers will have their ESL certification. Staff Responsible for Monitoring: Learning Liaison Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<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 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 3: Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.





Evaluation Data Sources: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Strategy 1 Details	Reviews			
Strategy 1: BCE will explore possibilities for campus improvement projects through site improvements. Strategy's Expected Result/Impact: By May 2025, BCE will have a recommendation for improvements to the campus for the 2025-2026 school year. Staff Responsible for Monitoring: Principal Assistant Principals ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<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: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 4: Federal Grants will be administered according to the individual program guidelines, as well as, financial regulations such as EDGAR, in order to achieve the intent and purpose of each grant program [Federal Grant Required Assurances] as evidenced by annual compliance documentation.

Evaluation Data Sources: Federal Funds Requests, Procurement Records, Quote Forms

Strategy 1 Details	Reviews			
Strategy 1: Math Student Support Specialist will support STAAR tested grade levels 3rd through 5th with instruction and intervention. Strategy's Expected Result/Impact: By May 2025, Student achievement will increase in Mathematics STAAR testing. By May 2025, the percentage of all students scoring Approaches Grade Level on the Math STAARs will be at least 74% up from 64% in 2024. Staff Responsible for Monitoring: Math support specialist, Cassie Brandt Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Reading Student Support Specialist will support primary grades with phonological awareness, phonics and early literacy instruction. Strategy's Expected Result/Impact: By June 2025, a baseline will be established for students meeting or exceeding iReady My Plan stretch goal in reading in grades Kinder, 1st and 2nd. Staff Responsible for Monitoring: Reading Student Support Specialist, Maria Asbill Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cassandra Brandt	Student Learning Support Specialist	Math	1
Jenna Brosette	Administrative Liaison		1
Maria Asbill	Student Learning Support Specialist	Reading	1

Campus Funding Summary

211 - ESEA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Learning Support Specialists		\$140,000.00
3	1	4	Supplies		\$2,900.00
3	5	1	Refreshments and supplies to increase parent and family participation on campus		\$0.00
3	5	2	Refreshments and Supplies for the PFE program and policy sessions		\$0.00
Sub-Total					\$142,900.00
255 - ESEA Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Administrative Liaison		\$75,000.00
Sub-Total					\$75,000.00
289 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Extra Duty Pay, Snacks, Supplies		\$2,940.00
Sub-Total					\$2,940.00