

Bear Creek Elementary School

Campus Improvement Plan

2020/2021

Bear Creek Elementary is an inclusive community who intentionally advocates for a culture of connection through integrity, resiliency, courage, and empathy. We are evolving, curious, and diverse solution seekers, who are deliberately making positive contributions and changes to the local and global community.



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Bear Creek Elementary School

Mission

Bear Creek Elementary is an inclusive community who intentionally advocates for a culture of connection through integrity, resiliency, courage, and empathy. We are evolving, curious, and diverse solution seekers, who are deliberately making positive contributions and changes to the local and global community.

Nondiscrimination Notice

Bear Creek Elementary School does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Bear Creek Elementary School Site Base

Name	Position
Pitts, AJ	Assistant Principal
Best, Rebecca	Parent
Weilmaker, Andrea	Parent - CAC Chair
Crissey, David	Principal

Resources

Resource	Source
Campus BTO	Local
Other	Other

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Short Cycle Assessments disaggregated by stud. grp

Demographics Strengths

Our enrollment is 491 which is approximately 130 students over projections which is a reflective of a lot of community engagement and marketing.

Within that 491 students have a diverse set of learners:

American Indian/Alaskan = .61%
Asian = 19.35%
Black/African American = .61%
Hispanic/Latino = 18.53%
Two Or More = 7.13%
Special Education = 6.5%
Economic Disadvantaged = 6.5%

Within that 491 students we have a large population of students identified as Gifted and Talented = 13.85%

Demographics Weaknesses

Our overall staff population does not represent the demographics of our student population:

White = 82%
Hispanic = 16%
Black/African-American = 2%

While our Gifted and Talented percentage is high at 13.85% it is not diverse nor does it have any Black/African-American students

Asian = 41%
Black/African-American = 0%

Comprehensive Needs Assessment

Demographics Weaknesses (Continued)

Hispanic = 4%
White = 42%
Two Or More = 11%

Demographics Needs

Meet the needs of all of our students with diverse backgrounds by offering them culturally responsive supports.

Demographics Summary

Although we have a diverse set of learners they are not equally represented in all areas thus our CIP will focus on how to meet the various needs of all of our students.

School: Bear Creek Elementary
Fiscal Year: 2021
Calendar: Traditional

Student Enrollment

Date: 10/07/2020
Time: 12:00:27 PM
Page 1 of 1

Date: 10/07/2020 Wednesday

Grade	Membership			New Students			Withdrawn Students		
	Membership	# of Full-Day	# of Half-Day	Membership	# of Full-Day	# of Half-Day	Membership	# of Full-Day	# of Half-Day
EE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PK	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
KG	105.0	105.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
01	72.0	72.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
02	88.0	88.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
03	96.0	96.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
04	41.0	41.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
05	52.0	52.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	454.0	454.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Non-Membership or Flex Attendance Enrollment

Name	Local ID	Gender	Grade Level	ADA	Entry Date	Entry Code	Enrollment Status
Flagg, Scarlett	10146917	F	EE	0	09/08/2020		E

Non - Membership Total: 1

New Students

Name	Local ID	Gender	Grade Level	ADA	Entry Date	Entry Code	Enrollment Status
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No New Students Found For This Calendar Date

Withdrawn Students

Name	Local ID	Gender	Grade Level	ADA	Withdraw Date	Withdraw Reason	Enrollment Status
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No New Students Found For This Calendar Date

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2020 - 2021 Fall Collection, First Submission

LEA: 227901 - AUSTIN ISD
Campus: 227901195 - BEAR CREEK EL

ENROLLMENT BY GRADE			TOTAL ENROLLMENT 491		
	Count	%Enroll			
EARLY EDUCATION	1	0.20%			
PRE-KINDERGARTEN	33	6.72%			
KINDERGARTEN	105	21.38%			
GRADE 1	74	15.07%			
GRADE 2	87	17.72%			
GRADE 3	97	19.76%			
GRADE 4	42	8.55%			
GRADE 5	52	10.59%			
GRADE 6	0	0.00%			
GRADE 7	0	0.00%			
GRADE 8	0	0.00%			
GRADE 9	0	0.00%			
GRADE 10	0	0.00%			
GRADE 11	0	0.00%			
GRADE 12	0	0.00%			
TOTAL	491	100.00%			

ENROLLMENT BY SEX		
	Count	%Enroll
MALE	265	53.97%
FEMALE	226	46.03%
TOTAL	491	100.00%

ADA ELIGIBILITY		
	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	1	0.20%
"1" ELIGIBLE FOR FULL DAY	451	91.85%
"2" ELIGIBLE FOR HALF DAY	12	2.44%
"3" TRANSFER FOR FULL DAY	6	1.22%
"4" INELIGIBLE FOR FULL DAY	20	4.07%
"5" INELIGIBLE FOR HALF DAY	1	0.20%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
TOTAL	491	100.00%

	Count	%Enroll
LEP	50	10.18%
IMMIGRANT	8	1.63%
ECONOMIC DISADVANTAGE	32	6.52%
MILITARY CONNECTED	0	0.00%
FOSTER CARE	0	0.00%
DYSLEXIA	29	5.91%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY				TOTAL ENROLLMENT 491	
	Count	%Group	%Enroll		
AMER. INDIAN/ALASKAN	3	0.61%	0.61%		
ASIAN	95	19.35%	19.35%		
BLACK/AFRICAN AMER.	3	0.61%	0.61%		
HISPANIC/LATINO	91	18.53%	18.53%		
WHITE	264	53.77%	53.77%		
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%		
TWO OR MORE	35	7.13%	7.13%		
TOTAL	491	100.00%	100.00%		

MIGRANTS				Count	%Group	%Enroll
AMER. INDIAN/ALASKAN				0	0.00%	0.00%
ASIAN				0	0.00%	0.00%
BLACK/AFRICAN AMER.				0	0.00%	0.00%
HISPANIC/LATINO				0	0.00%	0.00%
WHITE				0	0.00%	0.00%
HAWAIIAN/PAC ISLAND				0	0.00%	0.00%
TWO OR MORE				0	0.00%	0.00%
TOTAL				0	0.00%	0.00%

OTHER ECON DISADV				Count	%Group	%Enroll
AMER. INDIAN/ALASKAN				0	0.00%	0.00%
ASIAN				0	0.00%	0.00%
BLACK/AFRICAN AMER.				0	0.00%	0.00%
HISPANIC/LATINO				0	0.00%	0.00%
WHITE				0	0.00%	0.00%
HAWAIIAN/PAC ISLAND				0	0.00%	0.00%
TWO OR MORE				0	0.00%	0.00%
TOTAL				0	0.00%	0.00%

ELIGIBLE FOR FREE/REDUC MEALS				Count	%Group	%Enroll
AMER. INDIAN/ALASKAN				1	3.13%	0.20%
ASIAN				3	9.38%	0.61%
BLACK/AFRICAN AMER.				1	3.13%	0.20%
HISPANIC/LATINO				7	21.88%	1.43%
WHITE				17	53.13%	3.46%
HAWAIIAN/PAC ISLAND				0	0.00%	0.00%
TWO OR MORE				3	9.38%	0.61%
TOTAL				32	100.00%	6.52%

BILINGUAL				Count	%Group	%Enroll
AMER. INDIAN/ALASKAN				0	0.00%	0.00%
ASIAN				0	0.00%	0.00%
BLACK/AFRICAN AMER.				0	0.00%	0.00%
HISPANIC/LATINO				0	0.00%	0.00%
WHITE				0	0.00%	0.00%
HAWAIIAN/PAC ISLAND				0	0.00%	0.00%
TWO OR MORE				0	0.00%	0.00%
TOTAL				0	0.00%	0.00%

ESL				Count	%Group	%Enroll
AMER. INDIAN/ALASKAN				0	0.00%	0.00%
ASIAN				30	63.83%	6.11%
BLACK/AFRICAN AMER.				0	0.00%	0.00%
HISPANIC/LATINO				11	23.40%	2.24%
WHITE				5	10.64%	1.02%
HAWAIIAN/PAC ISLAND				0	0.00%	0.00%
TWO OR MORE				1	2.13%	0.20%
TOTAL				47	100.00%	9.57%

Alternative Language Program				Count	%Group	%Enroll
AMER. INDIAN/ALASKAN				0	0.00%	0.00%
ASIAN				3	100.00%	0.61%
BLACK/AFRICAN AMER.				0	0.00%	0.00%
HISPANIC/LATINO				0	0.00%	0.00%
WHITE				0	0.00%	0.00%
HAWAIIAN/PAC ISLAND				0	0.00%	0.00%
TWO OR MORE				0	0.00%	0.00%
TOTAL				3	100.00%	0.61%

GIFTED & TALENTED				Count	%Group	%Enroll
AMER. INDIAN/ALASKAN				0	0.00%	0.00%
ASIAN				28	41.18%	5.70%
BLACK/AFRICAN AMER.				0	0.00%	0.00%
HISPANIC/LATINO				3	4.41%	0.61%
WHITE				29	42.65%	5.91%
HAWAIIAN/PAC ISLAND				0	0.00%	0.00%
TWO OR MORE				8	11.76%	1.63%
TOTAL				68	100.00%	13.85%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2020 - 2021 Fall Collection, First Submission

LEA: 227901 - AUSTIN ISD

Campus: 227901195 - BEAR CREEK EL

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	491	100.00%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	491	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	0	0.00%
UNACCOMPANIED YOUTH CODE 3	0	0.00%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	0	0.00%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	1.67%	0.20%
ASIAN	34	56.67%	6.92%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	13	21.67%	2.65%
WHITE	11	18.33%	2.24%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	1.67%	0.20%
TOTAL	60	100.00%	12.22%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	2	6.25%	0.41%
BLACK/AFRICAN AMER.	1	3.13%	0.20%
HISPANIC/LATINO	7	21.88%	1.43%
WHITE	21	65.63%	4.28%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	3.13%	0.20%
TOTAL	32	100.00%	6.52%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	12	36.36%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	1	3.03%
"05" PK INELIG 4+ HRS/DAY	20	60.61%
TOTAL	33	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	21	63.64%	4.28%
"2" LOCAL DIST SHARE	12	36.36%	2.44%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	33	100.00%	6.72%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	1	100.00%	0.20%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	1	100.00%	0.20%

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

District Family Survey results
SEL Implementation Survey results
Staff (TELL) Survey results
Student Survey results

School Culture and Climate Strengths

We currently have 37 staff members at Bear Creek Elementary.

1 - Principal
1 - Assistant Principal
2 - Clerks
1 - Guidance Counselor
1 - Librarian
1 - CALT
3 - Special Area Teachers
3 - Special Education Teachers
2 - Special Education Teacher Assistants
2 - Prek4 Teachers
5 - Kindergarten Teachers
3 - First Grade Teachers
4 - Second Grade Teachers
4 - Third Grade Teachers
2 - Fourth Grade Teachers
2 - Fifth Grade Teachers

These people were hand picked and represent some of the best teachers I have ever encountered. We have 5 first year teachers, 2 first year teacher assistants, and we have four staff members hired from school closures.

The campus has grown to become a very special place to work and learn.

School Culture and Climate Weaknesses

Comprehensive Needs Assessment

I have included TELL Survey results from Bernice Kiker Elementary as a baseline. Each of these indicators is an area for improvement.

2020 - % Strongly Agree / Agree

All campus staff accomplish their jobs with enthusiasm. 75%
All campus staff are committed to their jobs. 86%
All campus staff are friendly to each other. 78%
All campus staff are willing to go out of their way to help. 80%
All campus staff exhibit pride in their affiliation with the school. 89%
All campus staff interact with one another in a way that models social and emotional competence. 77%
Overall, my school is a good place to work and learn. 100%
There is an atmosphere of trust and mutual respect. 76%

2020 - % Strongly Agree / Agree

My principal clearly defines expectations for our school. 93%
My principal encourages cooperation among faculty and staff toward improving student performance. 88%
My principal has a clearly defined mission and vision for my school. 90%
My principal involves faculty in decisions that directly impact the operations of my school. 70%
My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis. 77%
My principal provides constructive feedback to teachers toward improving their performance. 87%
School leadership effectively communicates policy. 79%
Teachers at this school trust the principal to make sound professional decisions about instruction. 69%
The faculty and leadership have a shared vision. 77%
The school leadership consistently supports teachers. 82%

School Culture and Climate Needs

Bear Creek Elementary needs to create an school culture that is an inclusive community who intentionally advocates for a culture of connection through integrity, resiliency, courage, and empathy. We need to be evolving, curious, and diverse solution seekers, who are deliberately making positive contributions and changes to the local and global community.

School Culture and Climate Summary

While Bear Creek Elementary School is using Bernice Kiker Elementary's TELL Survey data as a baseline we eager to create our own positive school culture.

Teaching, Empowering, Leading, and Learning (TELL) AISD Survey: Results for 2019-2020

Survey Results

About the Survey

The purpose of TELL AISD survey is to measure aspects of school climate including general climate, district vision, leadership, teacher data use, instructional practice, professional development opportunities, community support and engagement, achievement press, student conduct, and facilities and resources. The survey is administered annually to all campus staff employed at least half time. The data collected through the TELL AISD survey is used to monitor working conditions by school level and campus, in the district strategic plan scorecard, and as an outcome measure for many district programs and initiatives.

Using the Online Survey Report

What is on this page?

This page displays survey results for each of the major categories captured in the TELL AISD survey. Graphs and tables display results by school level and across the district. For each survey item in this report, the percentage displayed represents the

Number of Respondents

93

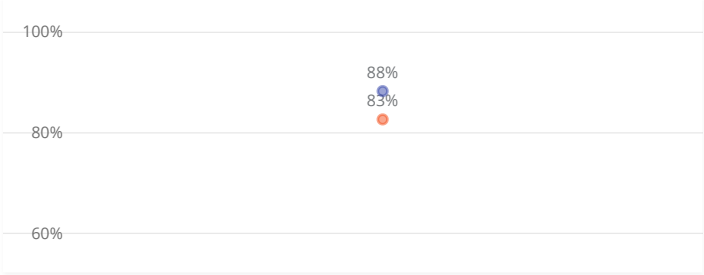
General Climate

(items responded to by campus-based staff)

General School Climate

Please rate how strongly you agree or disagree with the following statements about general climate in your school.

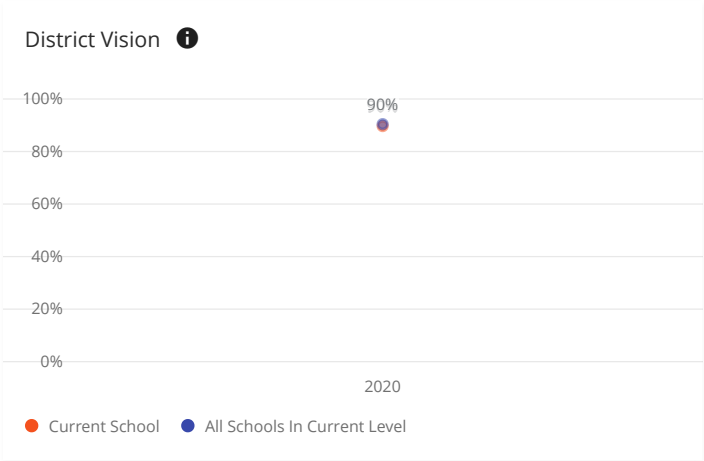
	2020
	% Strongly Agree / Agree
All campus staff accomplish their jobs with enthusiasm.	75%
All campus staff are committed to their jobs.	86%
All campus staff are friendly to each other.	78%
All campus staff are willing to go out of their way to help.	80%



All campus staff exhibit pride in their affiliation with the school.	89%
All campus staff interact with one another in a way that models social and emotional competence.	77%
Overall, my school is a good place to work and learn.	100%
There is an atmosphere of trust and mutual respect.	76%

District Vision

(items responded to by campus-based staff excluding classified staff)

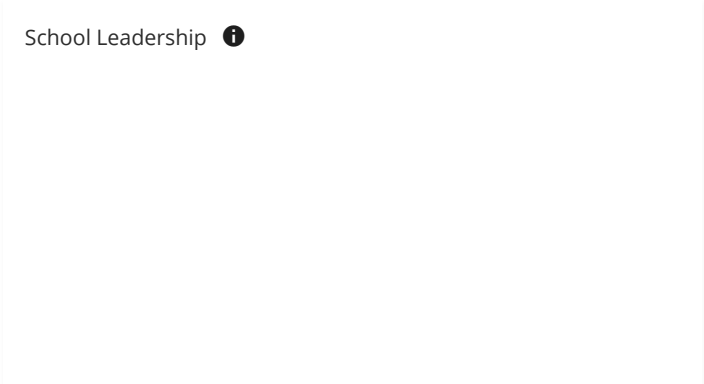


Please rate how strongly you agree or disagree with the following statements about district vision.

	2020
	% Strongly Agree / Agree
There are clear goals and structures for teaching and learning in AISD.	91%
There is a clear vision for academic, social, and emotional learning in AISD.	89%
There is a clear vision for the use of data to inform education in AISD.	89%

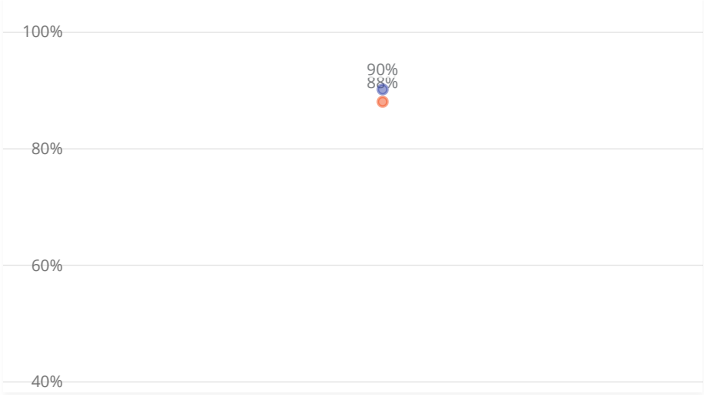
School Leadership

(items responded to by campus-based staff excluding classified staff)



The school leadership makes a sustained effort to address teacher concerns about:

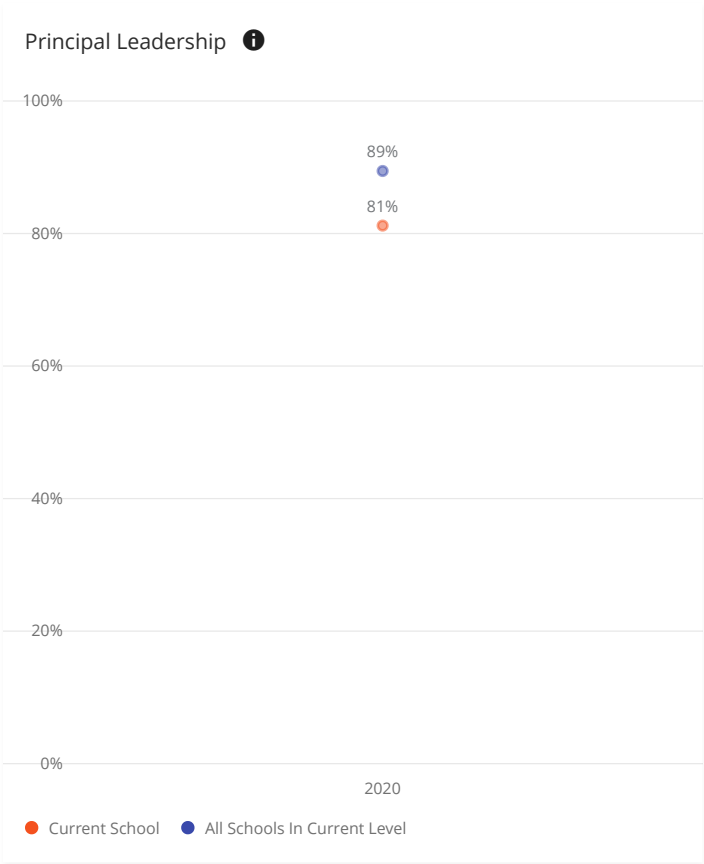
	2020
	% Strongly Agree / Agree
Achievement press	96%
Community support and involvement	100%
Facilities and resources	89%
General school climate	85%



Instructional practices and support	89%
Managing student conduct	77%
New teacher support	89%
Professional development	89%
School leadership	85%
Teacher leadership	83%
The use of time in my school	86%

Principal Leadership

(items responded to by campus-based professionals and assistant principals)



Please indicate your level of agreement with each of the following statements about your principal.

	2020
	% Strongly Agree / Agree
My principal clearly defines expectations for our school.	93%
My principal encourages cooperation among faculty and staff toward improving student performance.	88%
My principal has a clearly defined mission and vision for my school.	90%
My principal involves faculty in decisions that directly impact the operations of my school.	70%
My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis.	77%
My principal provides constructive feedback to teachers toward improving their performance.	87%
School leadership effectively communicates policy.	79%
Teachers at this school trust the principal to make sound professional decisions about instruction.	69%
The faculty and leadership have a shared vision.	77%
The school leadership consistently supports teachers.	82%

Teacher Leadership

(items responded to by campus-based staff excluding classified staff)

Teacher Leadership ⓘ

100%

80%

60%

40%

20%

0%

2020

90%

● Current School

● All Schools In Current Level

Please rate how strongly you agree or disagree with the following statements about decision-making in your school.

	2020
	% Strongly Agree / Agree
Teachers are effective leaders in this school.	92%
Teachers are encouraged to participate in school leadership roles.	88%
Teachers are recognized as educational experts.	90%
Teachers are relied upon to make decisions about educational issues.	95%
Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.	94%
Teachers are trusted to make sound professional decisions about instruction.	97%
Teachers have an appropriate level of influence on decision making in this school.	82%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials, and pedagogy).	93%
The faculty has an effective process for making group decisions to solve problems.	84%

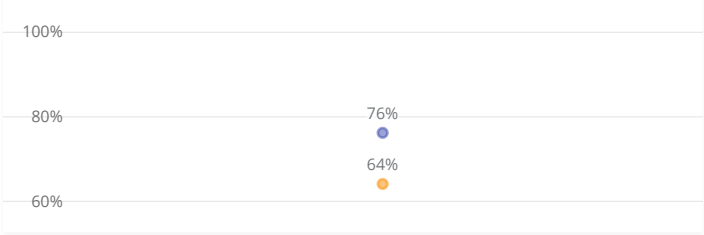
Teacher Data Use

(items responded to by campus-based teachers)

Teacher Data Use ⓘ

How often does your department/team:

	2020
	% Frequently / Often
Discuss assessment data for individual students.	55%
Discuss your department/team's professional development needs and goals.	60%
Group students across classes based on learning needs.	56%
Provide support for new teachers.	71%



Provide support for struggling teachers.	72%
Set learning goals for groups of students.	57%
Share instructional strategies.	79%

Professional Development

(most items responded to by campus-based staff excluding classified staff; only administrators responded to "Principal professional development is a priority in this district" and "Sufficient resources are available to principals to participate in professional development opportunities"; only teachers responded to "In my primary content area, an appropriate amount of time is provided for professional development")

Professional Development ⓘ

Please rate how strongly you agree or disagree with the following statements about professional development in your school.

	2020
	% Strongly Agree / Agree
Follow up is provided from professional development in this school.	81%
In general, an appropriate amount of time is provided for professional development.	89%
In my primary content area (e.g., math, science, social studies), an appropriate amount of time is provided for professional development.	84%
Principal professional development is a priority in this district.	100%
Professional development deepens teachers' content knowledge.	93%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	90%
Professional development enhances teachers' abilities to improve student learning.	92%
Professional development is differentiated to meet the needs of individual teachers.	78%
Professional development is evaluated and results are communicated to teachers.	75%
Professional development offerings are data driven.	84%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	92%
Professional learning opportunities are aligned with the school's improvement plan.	94%
Sufficient resources are available for professional development in my school.	91%
Sufficient resources are available to principals to participate in professional development opportunities.	100%

100%	Teachers are encouraged to reflect on their own practice.	94%
89%		

Teacher Collaboration

(items responded to by campus-based teachers)

Teacher Collaboration ⓘ

100%

91%

83%

80%

60%

40%

20%

0%

2020

● Current School ● All Schools In Current Level

Please rate how strongly you agree or disagree with the following statements.

	2020
	% Strongly Agree / Agree
I am satisfied with opportunities for collaboration with other teachers.	71%
I participate with a group of my colleagues to analyze student performance data.	85%
I participate with a group of my colleagues to develop common student assessments.	84%
I participate with a group of my colleagues to discuss ways to meet objectives for specific students.	88%
I participate with a group of my colleagues to plan lessons and units together.	82%
I participate with a group of my colleagues to support students' social and emotional competence.	89%

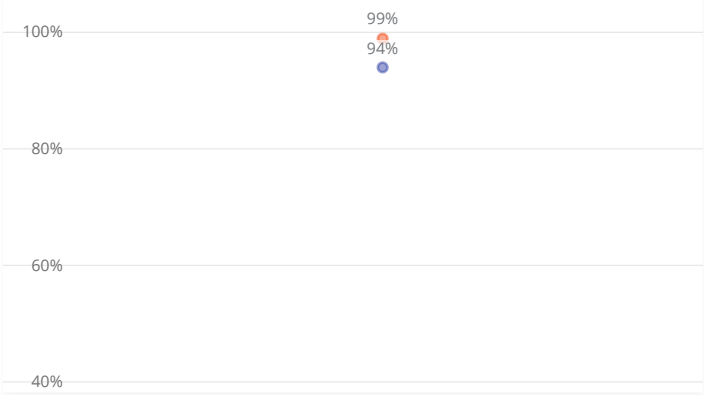
Community Support and Engagement

(items responded to by campus-based staff excluding classified staff)

Community Support and Engagement ⓘ

Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

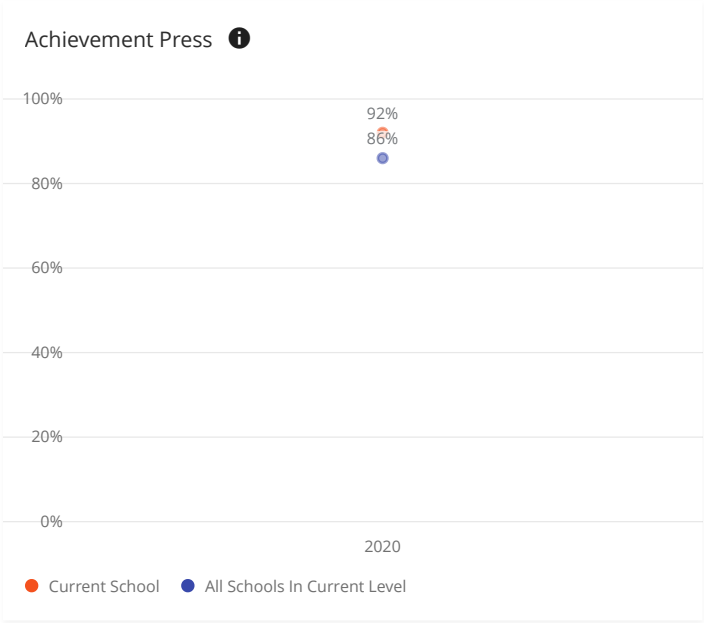
	2020
	% Strongly Agree / Agree
Community members support teachers, contributing to their success with students.	96%
Parents/guardians are influential decision makers in this school.	100%
Parents/guardians know what is going on in this school.	99%



Parents/guardians support teachers, contributing to their success with students.	100%
Teachers provide parents/guardians with useful information about student learning.	100%
The community we serve is supportive of this school.	100%
This school does a good job of encouraging parent/guardian involvement.	100%
This school maintains clear, two-way communication with the community.	97%
This school works directly with parents/guardians to improve the educational climate in students' homes.	99%

Achievement Press

(most items responded to by campus-based staff excluding classified staff; classified staff responded to the item "The learning environment is orderly and serious")



Please rate how strongly you agree or disagree with the following statements about achievement press in your school:

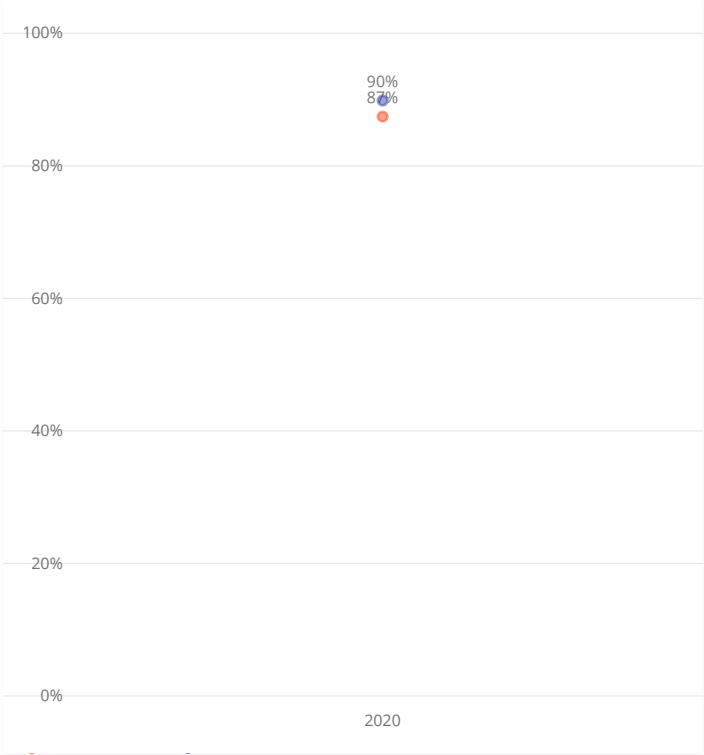
	2020
	% Strongly Agree / Agree
Parents exert pressure to maintain high standards.	100%
Parents press for school improvement.	96%
Students in this school can achieve the goals that have been set for them.	100%
Students respect others who get good grades.	91%
Students seek extra work so they can get good grades.	75%
Students try hard to improve on previous work.	92%
The learning environment is orderly and serious.	89%

Student Conduct

(items responded to by campus-based staff)



Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.



	2020
	% Strongly Agree / Agree
Administrators consistently enforce rules for student conduct.	77%
Administrators support teachers' efforts to maintain discipline in the classroom.	84%
All campus staff work in a school environment that is safe.	92%
Non-teaching staff consistently enforce rules for student conduct.	94%
School staff clearly understand policies and procedures about student conduct.	86%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	93%
Staff have enough time to implement the social and emotional learning approach at this school.	87%
Students at this school follow rules of conduct.	78%
Students at this school understand expectations for their conduct.	89%
Teachers consistently enforce rules for student conduct.	90%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative practices).	92%

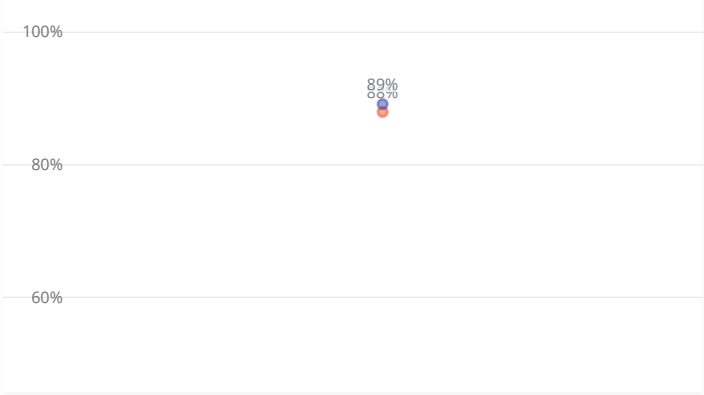
Facilities and Resources

(most items responded to by non-classified campus-based staff; classified staff responded to the items "The school environment is clean and well maintained" and "The physical learning environment of classrooms in this school supports teaching and learning")

Facilities and Resources ⓘ

Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

	2020
	% Strongly Agree / Agree
My school is provided sufficient data and information to make informed decisions.	95%
My school receives instructional resources commensurate with other schools in the district.	100%
My school receives instructional resources commensurate with student needs.	100%
Teachers have adequate space to work productively.	75%
Teachers have sufficient access to a broad range of professional support personnel.	85%



Teachers have sufficient access to appropriate instructional materials.	82%
Teachers have sufficient access to instructional technology, including computers, printers, software, and Internet access.	84%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	99%
Teachers have sufficient training and support to fully utilize the available instructional technology.	85%
The physical environment of classrooms in this school supports teaching and learning.	91%
The school environment is clean and well maintained.	94%

Teacher Attachment and Self-Efficacy

(items responded to by campus-based teachers)

Please also note that some of the items in this section (denoted with an asterisk) are written as a negative, and therefore the percentage of those who strongly agree/agree with these items ar indicating a negative perception or experience. For these items, we would want to see lower percentages to indicate a more positive perception or experience.

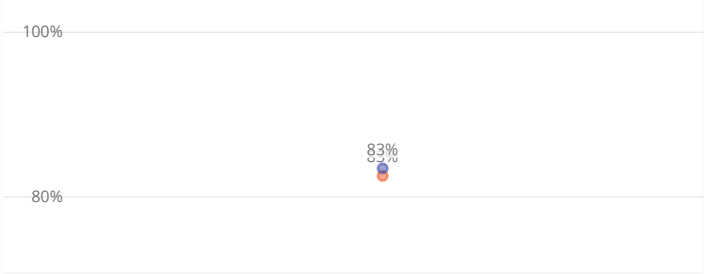
The composite, or subscale, score that is calculated in the line graph, shown below on the left, has been calculated in such a way that accounts for items written in the negative through revers coding.

Therefore, on the composite score, we are again hoping for a high percentage to indicate more positive perceptions or experience.

Teacher Attachment and Self-Efficacy ⓘ

Please rate how strongly you agree or disagree with the following statements.

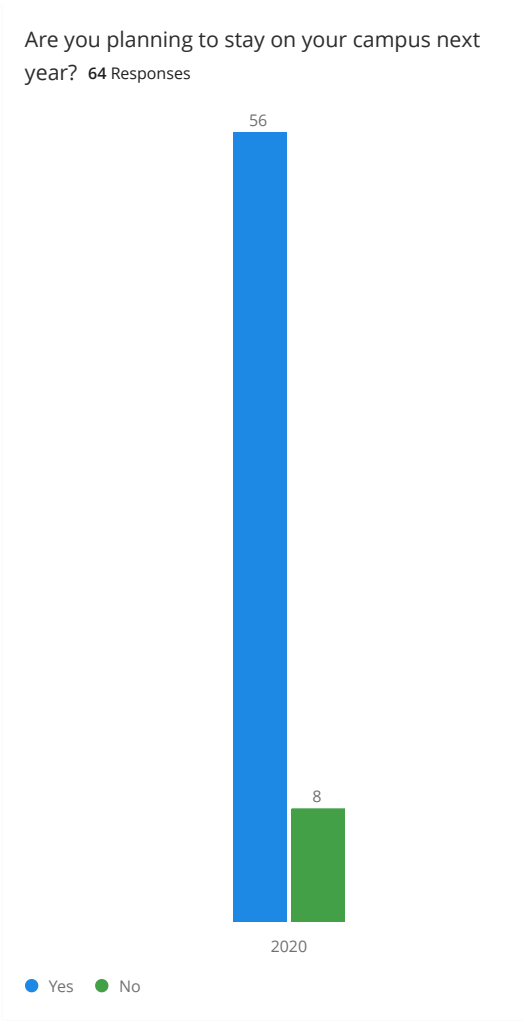
	2020
	% Strongly Agree / Agree
Being a teacher is part of who I am.	97%
Factors beyond my control have a greater influence on my students' achievement than I do.*	57%
I am certain that I am making a difference in the lives of my students.	100%
I am good at helping all the students in my classes make significant improvements.	100%
I believe I've chosen the best of all possible occupations to work in.	88%
I can deal with almost any learning problem.	94%
I could easily give up teaching.*	22%
I feel very little loyalty to my school.*	22%
I have thought seriously about leaving my school.*	40%
I hope to be working as a teacher until I retire.	82%
I often look for other non-teaching jobs.*	25%





I seriously intend to look for a non-teaching job within the next year.*	20%
I would prefer a teaching job other than the one I now have.*	16%
If I try really hard, I can get through to even the most difficult student.	97%
Some students are not going to make a lot of progress this year, no matter what I do.*	29%
There is little I can do to ensure that all my students make significant progress this year.*	9%

Supplemental Items

What makes you feel valued as an employee on your campus? (Select all that apply). ⓘ 86 Responses	
Reponse Option	Count ▲
The ability to make a positive impact on students	69
Support from my leadership	64
Receiving feedback from leadership	56
Frequent and clear communication from leadership	53
Emphasis on the importance of well-being	52
Being asked to provide my opinion on decisions	51
Receiving recognition from leadership	50
The level of responsibility I am given over my work	49
Support for my own professional development and growth	49
The opportunity to celebrate successes on my campus	46
The ability to contribute to my school and colleagues	46



If you indicated you plan to stay on your campus, what are the reasons that you plan to stay on your campus next school year? (Select all that apply).  56 

Responses

Response Option	Count
Academic reputation/high student expectations	37
Availability of technology	7
Benefits	15
Commitment to equity	9
Commute	34
Content/curriculum/resources	10
Location	42
Professional growth opportunities	14
Salary	9
Working environment/school culture	35
Working with co-workers	44
Working with families/community	33
Working with principals/leadership	17
Working with students	40

If you indicated that you plan to leave your campus next year, why are you planning to leave your campus next school year? (Select all that apply).  8 Responses 

Response Option	Count
Other	5

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Data Sources

District Family Survey results
SEL Implementation Survey results
Student Survey results

Family and Community Involvement Strengths

Parents are active, supportive, and very engaged at Bear Creek Elementary even in this hybrid world of 2020. We have a strong CAC and PTA and overall parent base that has been instrumental in our initial success.

Family and Community Involvement Weaknesses

Bear Creek Elementary struggles with finding ways to engage all our stakeholders as some are in-person families and some are still remote.

Family and Community Involvement Needs

To continue to offer virtual opportunities to engage regarding the school and also offer opportunities to connect as a community.

Family and Community Involvement Summary

This is a strong area for Bear Creek Elementary. We are close knit community and all of our stakeholders are working closely together to not only manage this unique school year but to create a connected school community.

Bear Creek Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create roles and responsibilities and organizational chart for Bear Creek Elementary which clearly indicates leadership and roles for other staff members. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1)	Administrative Team	By End Of 1st GP		Criteria: Completed document 12/10/20 - Completed

Bear Creek Elementary School

- Goal 1.** (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.
- Objective 2.** (ESF Essential Action 1.2) Focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct progress monitoring meetings with each grade level on a monthly basis. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2)	Administrative Team	Monthly	(O)Other - \$0	Criteria: PLC Calendar ; Agendas ; Minutes 04/20/21 - On Track 11/12/20 - Some Progress

Bear Creek Elementary School

Goal 2. (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

Objective 1. (ESF Essential Action 2.1) Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Assign mentor teachers for every first year teacher at Bear Creek Elementary and have them participate in our first year teacher program. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Administrative Team	May 2021		Criteria: Meeting Notes ; Mentor Match 04/20/21 - Significant Progress 04/20/21 - Significant Progress 11/12/20 - On Track

Bear Creek Elementary School

Goal 2. (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

Objective 2. (ESF Essential Action 2.2) Build teacher capacity through observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Debrief with teachers after all observations to review strengths and weaknesses (Target Group: All) (Strategic Priorities: 1,2) (ESF: 2.2)	Administrative Team	On Going		Criteria: HCP 04/20/21 - On Track 11/12/20 - Some Progress

Bear Creek Elementary School

Goal 3. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collectively develop a Bear Creek Elementary purpose statement through staff engagement and the input of the Campus Advisory Council. (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1)	Administrative Team, CAC Members, Teachers	First Month Of School		<p>Criteria: Completed purpose statement</p> <p>Bear Creek Elementary is an inclusive community who intentionally advocates for a culture of connection through integrity, resiliency, courage, and empathy. We are evolving, curious, and diverse solution seekers, who are deliberately making positive contributions and changes to the local and global community.</p> <p>11/12/20 - Completed</p>

Bear Creek Elementary School

- Goal 3.** (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.
- Objective 2.** (ESF Essential Action 3.2) Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff will be offered the options to the four day responsive classroom training (Elementary - Introduction) and the three already trained will be offered the four day advanced responsive classroom training. (Target Group: All) (Strategic Priorities: 1) (ESF: 3.2)	Administrative Team	On-Going	(O)Other - \$1,500	Criteria: End of year training documents 04/20/21 - Completed 11/12/20 - On Track

Bear Creek Elementary School

Goal 3. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 3. (ESF Essential Action 3.3) Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Guidance Counselor will conduct one minute meetings with every student to connect with the community and identify needs (Target Group: All) (Strategic Priorities: 1) (ESF: 3.3)	Administrative Team, Counselor	On-Going		Criteria: Meeting log 04/20/21 - Completed 11/12/20 - Significant Progress

Bear Creek Elementary School

Goal 3. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 4. (ESF Essential Action 3.4) Involving families and community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct regular (monthly and at times more frequently depending on need) parent engagement events regarding school programming, school operations, and community building opportunities. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3.4)	Administrative Team	On-Going		Criteria: Meeting Invitations For Documentation 04/21/21 - Significant Progress 11/12/20 - On Track

Bear Creek Elementary School

Goal 4. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1. (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct progress monitoring meetings with each grade level on a monthly basis. (Target Group: All) (Strategic Priorities: 4) (ESF: 4.1)	Administrative Team	On-Going		Criteria: PLC Agendas ; Minutes ; Progress Monitoring Roster 04/21/21 - Significant Progress 12/10/20 - On Track 11/12/20 - Some Progress

Bear Creek Elementary School

Goal 5. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Informal observations will be conducted at least once per semester with feedback and followup (Target Group: All) (ESF: 5,5.1)	Administrative Team	On Going		Criteria: Documentation of informal observations 04/20/21 - On Track 11/12/20 - Some Progress
2. Conduct faculty meetings twice per month with a consistent agenda which focuses on instructional best practices, PBL/STEM, responsive classrooms, and culturally proficient practices (Target Group: All) (Strategic Priorities: 1) (ESF: 5,5.1)	Administrative Team	On-Going		Criteria: Agendas 11/12/20 - On Track

Bear Creek Elementary School

Goal 5. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2. (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct faculty meetings twice per month with a consistent agenda which focuses on instructional best practices, PBL/STEM, responsive classrooms, and culturally proficient practices (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 5,5.2)	Administrative Team	On-Going		Criteria: Agendas ; Informal Observation Data To Document Strategy Use 04/20/21 - On Track 11/12/20 - Some Progress
2. Teachers will start each morning with a morning meeting as prescribed within the responsive classroom training course. (Target Group: All) (Strategic Priorities: 1) (ESF: 5,5.2)	Teachers	On-Going		Criteria: Information Observation Data 11/12/20 - Significant Progress

Bear Creek Elementary School

Goal 5. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 3. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CST meetings will be conducted for all students not responding to intervention and/or who are lacking foundation skills. (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.3)	Administrative Team	On-Going		Criteria: Meeting Notes ; Submitted Referral Packets 11/12/20 - Significant Progress

Bear Creek Elementary School

Goal 5. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 4. (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Follow the developed three tier literacy plan at Bear Creek Elementary which outlines the three tiers of reading instruction including which interventions are used for each grade level. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.4)	Administrative Team, Teachers	On-Going		Criteria: Progress Monitoring Roster ; Observations ; Completed Referral Packets ; CST Notes 04/20/21 - On Track 11/12/20 - Some Progress

Expenditures

Resource	Source	Strategy	Amount
Other	Other	1.2.1, 3.2.1	\$1,500
1 Resource(s)			Total: \$1,500

Every child, prepared for success in college, a career or the military.

Strategic priorities

RECRUIT SUPPORT RETAIN

Recruit, support
and retain teachers
and principals



Build a foundation
of reading
and math



Connect high
school to
career and college



Improve
low-performing
schools

Enablers



Increase **transparency**, **fairness** and **rigor** in district and campus
academic and financial performance



Ensure **compliance**, effectively **implement legislation**
and **inform** policymakers



Strengthen **organizational foundations**
(resource efficiency, culture, capabilities, partnerships)

**adapted from TEA Strategic Plan - <https://tea.texas.gov>*