

BEAR CREEK EL

Bear Creek Elementary School

2022/2023

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 EL

Mission

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Nondiscrimination Notice

BEAR CREEK EL 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 EL

Vision

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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Comprehensive Needs Assessment

Demographics

Demographics Strengths

List your campus strengths here:

Student Demographics

Enrollment - 610
Caucasian - 54%
Asian - 20%
Hispanic - 19%
Multi-Racial - 7%

Demographics Weaknesses

List areas you would like to grow here:

Student Demographics

Enrollment - 610
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Asian - 20%
Hispanic - 19%
Multi-Racial - 7%

Bear Creek has been unable to meet the needs of our hispanic students in the areas of both mathematics and reading. We also struggle to meet the needs of our students receiving special education services.

Demographics Needs

Comprehensive Needs Assessment

Demographics Needs (Continued)

Bear Creek has been unable to meet the needs of our hispanic students in the areas of both mathematics and reading. We also struggle to meet the needs of our students receiving special education services.

Demographics Summary

Student Discipline Reflection Question:

1.) How do you plan to address the performance in reading and mathematics of our Hispanic student population in the meets and masters categories?

PLC process

2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?

Group Planning

Data Set

All – 70/48
Hispanic – 53/38
White – 64/38
SPED – 32/11

MAP Math High Average / High

5 – 4 – 3 All – 59/16 ---- 51/30 ---- 44/23
5 – 4 – 3 Hispanic – 47/5 ---- 42/33 ---- 54/15

STAAR Reading Meets/Masters

All – 82/56
Hispanic – 70/40
White – 82/52
SPED – 43/25

MAP Reading High Average / High

5 – 4 – 3 All – 58/22 ---- 51/30 ---- 44/23

Comprehensive Needs Assessment

Demographics Summary (Continued)

5 – 4 – 3 Hispanic 21/21 ---- 33/50 ---- 31/38

STAAR Science Meets/Masters

All – 52/23

Hispanic – 38/38

White – 50/21

SPED - <1 /<1

Student Achievement

Student Achievement Data Sources

STAAR disaggregated by subj., grade, & stud. grp.

TELPAS disaggregated by grade & prof. lvl.

Student Achievement Strengths

List your campus strengths here:

1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)

STAAR Math Meets/Masters

All – 70/48

Hispanic – 53/38

White – 64/38

SPED – 32/11

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

MAP Math High Average / High

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STAAR Science Meets/Masters

All – 52/23

Hispanic – 38/38

White – 50/21

SPED - <1 /<1

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?

Students That Receive SPED Services | Student Group Hispanic Membership

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY?
Use STAAR Projected Proficiency Report

Data Reported Above – Similar trends for our student's that receive SPED services and for our Hispanic students.

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report

TELPAS Composite Scores

62 Students

Beginning – 10%

Intermediate – 19% =29%

Advanced – 34%

Advanced High – 37% =71%

* African - American = Student Count Disqualifies Reporting

Student Achievement Weaknesses

List areas you would like to grow here:

1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)

STAAR Math Meets/Masters

All – 70/48

Hispanic – 53/38

White – 64/38

SPED – 32/11

MAP Math High Average / High

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

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Data Reported Above – Similar trends for our student’s that receive SPED services and for our Hispanic students.

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report

TELPAS Composite Scores

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Beginning – 10%

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Advanced High – 37% =71%

Student Achievement Needs

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Comprehensive Needs Assessment

Student Achievement Needs (Continued)

MAP Reading High Average / High

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Students That Receive SPED Services | Student Group Hispanic Membership

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report

Data Reported Above – Similar trends for our student's that receive SPED services and for our Hispanic students.

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report

TELPAS Composite Scores

62 Students
Beginning – 10%
Intermediate – 19% =29%
Advanced – 34%
Advanced High – 37% =71%

Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIlZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Reflection Questions:

1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)

The standardized test score outcomes for Hispanic students and students receiving special education services have been consistently lower during the past three years at Bear Creek Elementary in all academic areas (reading, math, and science.)

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?

SPED
Hispanic

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report

Similar Trends across all measures

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report

71% - Advanced High or Advanced
29% - Beginning or Intermediate

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here:

Panorama Staff Survey Results Indicate The Following Measures ABOVE District Average

Belonging 89% (+16)

School Climate 86% (+21 Greatest Strength)

Cultural Awareness 81% (+11)

School Leadership 76% (+5)

Feedback and Coaching 67% (+15)

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

Professional Learning 64% (+5)

Austin ISD Custom Contact (-14 Greatest Opportunity)

District Support 46% (+14)

School Culture and Climate Weaknesses

List areas you would like to grow here:

List your campus strengths here:

Panorama Staff Survey Results Indicate The Following Measures ABOVE District Average

Belonging 89% (+16)

School Climate 86% (+21 Greatest Strength)

Cultural Awareness 81% (+11)

School Leadership 76% (+5)

Feedback and Coaching 67% (+15)

Professional Learning 64% (+5)

Austin ISD Custom Contact (-14 Greatest Opportunity)

District Support 46% (+14)

School Culture and Climate Needs

Improve on School Leadership and Professional Learning - Although They Are Higher Than District Average These Represent The Smallest Number From The Average.

School Culture and Climate Summary

Comprehensive Needs Assessment

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

1.) In 2022-23, using the CSH list, _____ of the 11 areas did not reach 70% implementation.

2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%?

(Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:

Family-School Relationship Survey Scores

Element Bear Creek Above District Average

School Safety 90	+12
School Climate 76	+16
Barriers To Engagement 74	+2
Family Support 77	+8

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

School Fit 75 +10

Panorama Staff Survey Results Indicate The Following Measures ABOVE District Average

Belonging 89% (+16)

School Climate 86% (+21 Greatest Strength)

Cultural Awareness 81% (+11)

School Leadership 76% (+5)

Feedback and Coaching 67% (+15)

Professional Learning 64% (+5)

Austin ISD Custom Contact (-14 Greatest Opportunity)

District Support 46% (+14)

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

Improve on School Leadership and Professional Learning - Although They Are Higher Than District Average These Represent The Smallest Number From The Average.

Staff Quality, Recruitment and Retention Needs

Improve on School Leadership and Professional Learning - Although They Are Higher Than District Average These Represent The Smallest Number From The Average.

Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

<https://secure.panoramaed.com/austinisd/understand/19295098/summary>

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:

- 1.) Which area(s) will you focus on strengthening this school year?
- 2.) Why did you select this/these area(s)?

Campus Communication Goals & Practices

- Campus Communication Strategies
- Campus Website
- Phone/Voicemail/Email Practices
- Language Line for Preferred Language

Campus Culture of Respect Goals

- Campus culture of respect practices and goals
- Customer service prioritization

Customer Service Reflection Questions:

- 1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?
- 2.) What are your customer service celebrations/strengths?
- 3.) What are your areas of growth?
- 4.) What will be your priority for customer service this year?

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

Advanced Academics Areas of Compliance

- SERVICE DESIGN - Exemplary
- CURRICULUM & INSTRUCTION - Exemplary

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

Advanced Academics Areas of Compliance

- STUDENT ASSESSMENT - Recognized
- PROFESSIONAL LEARNING - Recognized
- FAMILY & COMMUNITY - Recognized

Overall - Recognized

Curriculum, Instruction and Assessment Needs

Improve Student Assessment , Professional Learning, Family and Community to Exemplary

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmlCopfZl5uJlIFMxuP6L7HY2A1IJB2gIMXy-BOvbk/edit?usp=sharing>

Advanced Academics Areas of Compliance

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

- STUDENT ASSESSMENT - Recognized
- SERVICE DESIGN - Exemplary
- CURRICULUM & INSTRUCTION - Exemplary
- PROFESSIONAL LEARNING - Recognized
- FAMILY & COMMUNITY - Recongized

Overall - Recognized

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP, 5 of the 5 areas were out of compliance. In 2022-23 0% of the areas out of compliance (N/A) will have a strategy associated in my new CIP/TIP plan.

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)?

Class placement procedures

2.) How are you communicating with all families about GT and/or advanced learning opportunities?

Parent Night

3.) How do you support a culture that provides advanced learning opportunities to all students?

engineering design process, imagaintion playground

Access your MAS Dashboard here: <https://access.austinisd.org/DMMasVueApp/##>

Think about the following areas as you look at your data:

- Multilingual Programs at your campus
- Students with Interrupted Formal Education (SIFE)
- Refugee/Asylee students population
- Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
- Students in their 1st, 2nd, and 3rd, year in US schools

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs?

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

- 2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?
- 3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.
- 4.) How does the campus welcome families and students that are new to the country?

Creative Learning Initiative (CLI)

Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

- 1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly)

Daily Morning Meetings

- 2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year)

JazzWorkshop | Field Based Opportunities

Family and Community Involvement

Family and Community Involvement Strengths

List your campus strengths here:

According to the 21-22 CSH Implementation Survey Bear Creek Elementary is in the "unacceptable" range overall. However our strengths included Social-Emotional Learning, Food Service, and Health Services.

According to Family-School Relationships Survey 21-22 our greatest strengths were school climate (+16 from district average) and school safety (+12). Our greatest area of growth was/is "Barriers to Engagement with "Busy Schedules" and "Child Care" being the lowest within this category specific to Bear Creek.

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses

List areas you would like to grow here:

According to the 21-22 CSH Implementation Survey Bear Creek Elementary is in the "unacceptable" range overall.

Areas of concern include Health Education and Community Engagement.

Family and Community Involvement Needs

According to the 21-22 CSH Implementation Survey Bear Creek Elementary is in the "unacceptable" range overall.

Areas of need include Health Education and Community Engagement.

Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year (22-23)?

Family Engagement

2.) Why did you select this/these area(s)?

Feel like we need to do a better job bringing families that are either too busy (based on schedules) or lack child care

BEAR CREEK EL

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct Eight Family Engagement Opportunities Including But Not Limited To Parent Orientation, Meet The Teacher, Back To School Night(s), First Month Of School Review, Mid Year Review (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.4)	Administrators, Parents, Teachers	2022-2023 School Year	(L)Campus BTO	Criteria: Event Calendar Review 10/07/22 - Some Progress
2. Bear Creek Elementary Will Highlight Hispanic Heritage Month, Black History Month, Women's History Month, And Asian-American/Pacific Islander Month During All Engagement Events And All Publications. (Target Group: All) (Strategic Priorities: 1,4) (ESF: 2,2.1,3,3.4)	Administrators, Librarian	2022-2023 School Year	(L)Campus BTO	Criteria: Copies Of Cub Hub Newsletters, Presentation Slide Decks 10/07/22 - Some Progress
3. Bear Creek Elementary Will Develop A Representative CAC That Includes Representation From All Of Our Reporting Categories As Well As The Three Neighborhoods That Comprise Our School Zone. (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 3,3.4)	Administrators, CAC Members	2022-2023 School Year	(L)Campus BTO	Criteria: CAC Membership Roster 10/07/22 - Some Progress

BEAR CREEK EL

Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient 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) Insert SMART Goal here re: developing campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Bear Creek Elementary's Leadership Team Will Create A New (For 2022-2023 School Year) Organizational Structure And Organizational Chart Which Includes Roles And Responsibilities For All Critical Areas Including But Not Limited To PLCs, 504, Mental Health, GT, LPAC, Dual Language, SPED, Intervention (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,3.3)	Administrators	2022-2023 School Year	(O)Other	Criteria: Completed 2022-2023 Organizational Chart 10/07/22 - Some Progress
2. Part Of This Organizational Structure Supports Our PLC Cycle Which We Will Identify Opportunity Gaps For Our Hispanic Students And Create Intervention Plans For All That Performed Below The 50th Percentile In MAP Reading And Math. (Target Group: H) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,3,3.2)	Administrators, PLCs - Grade-level, Teachers, Team Leaders		(L)Campus BTO	Criteria: PLC Minutes 10/07/22 - Some Progress
3. Part Of This Organizational Structure Supports Our PLC Cycle Which We Will Identify Opportunity Gaps For Our Students Receiving Special Education Services And Create Intervention Plans For All That Performed Below The 50th Percentile In MAP Reading And Math. (Target Group: SPED) (Strategic Priorities: 2) (ESF: 1,1.1,1.2)			(L)Campus BTO	Criteria: Master Schedule, Copies Of Intervention Plans 10/07/22 - Some Progress

BEAR CREEK EL

Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

BEAR CREEK EL

Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a 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) Stakeholders Are Engaged In Refining The Campus Purpose Statement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Stakeholders Are Engaged in Refining The Campus Purpose Statement (Target Group: All) (ESF: 3,3.1)	Administrators, CAC Members, Teachers	Fall Of 2022	(O)Other	Criteria: Reviewed And Revised Purpose Statement 10/07/22 - Some Progress
2. Administration Will Conduct Tours Focusing On A Modernized Learning Environment And The Purpose Of Bear Creek For At Least 300 People During Summer 2022 And Through The Remainder Of The School Year. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.4)	Administrators	2022-2023 School	(O)Other	Criteria: Tour Logs ; Sign Up Genius Rosters 10/07/22 - Significant Progress
3. Administration Will Lead All Bi-Weekly Faculty Meetings By Reading The Revised Purpose Statement Along With Bear Creek's Six Guiding Principles In An Attempt To Operationalize The Purpose Statement And Our Guiding Principles. (Target Group: All) (ESF: 3,3.1)	Administrators	2022-2023 School Year	(O)Other	10/07/22 - Some Progress

BEAR CREEK EL

Goal 5. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

BEAR CREEK EL

Goal 6. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

BEAR CREEK EL

Goal 7. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

BEAR CREEK EL

Goal 8. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 600 to 610 by December 15, 2022 (refer to 22-23 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administration Will Conduct Tours Focusing On A Modernized Learning Environment And The Purpose Of Bear Creek For At Least 300 People During Summer 2022 And Through The Remainder Of The School Year. (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Administrators	2022-2023 School Year	(O)Other	Criteria: SignUp Genius Logs 10/07/22 - Significant Progress
2. Administration will distribute the weekly newsletter The Cub Hub on the school's webpage and Facebook group to give prospective families a general understanding of the school culture and communications. (Target Group: All) (Strategic Priorities: 2) (ESF: 3)	Administrators	On Going	(O)Other	Criteria: Review Of Web Activity And Social Media Activity 10/07/22 - Some Progress
3. Host at least one community event to showcase the campus to current and prospective students and families. This will include The Hunter Henderson 5K and all requested Scouting activities. (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.4)	Administrators, Community Partner	On Going	(O)Other	Criteria: Newsletters (The Cub Hub) highlighting the events 10/07/22 - Some Progress

BEAR CREEK EL

Goal 9. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will move from Developing to Meets Expectations on all sections of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

BEAR CREEK EL

Goal 10. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

BEAR CREEK EL Site Base

Name	Position
Wielmaker, Andrea	CAC Chairperson
Preston, Karen	CAC Chairperson
Garza, Patricia	Executive Director
Schultz, Megan	PE Teacher
Crissey, David	Principal
Mealey, Robin	Attendance/Registrar

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	93				94
Grade	A	--	--	--	A

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	92				93
Grade	A	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	100				100
Grade	A	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	92				93
STAAR Performance Meets	75				76
STAAR Performance Masters	50				51
STAAR Performance Raw Score	72				73
STAAR Performance Scaled Score	93				94

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	85				87
Academic Growth Scaled Score	92				93
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	2.4	2.4	2.4	2.4	2.4
Economically Disadvantaged % Grouping	0 to 5	0 to 5	0 to 5	0 to 5	0 to 5
Relative Performance Raw Score	72				80
Relative Performance Scaled Score	75				85
Relative Performance Grade	C	--	--	--	B

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	16	out of 16	2022 Values:	6	out of 6
SCA 1:		out of 0	SCA 1:	0	out of 0
SCA 2:		out of 0	SCA 2:	0	out of 0
SCA 3:		out of 0	SCA 3:	0	out of 0
2023 Goals:	16	out of 16	2023 Goals:	6	out of 6

Instructions:
 1.) Click on the campus name below to select your campus from the drop-down menu.
 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR* = Not Rated: Senate Bill 1365

OVERALL SCORE AND GRADE					
	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	95				95
Grade	A	--	--	--	A

English Language Proficiency			Student Success		
2022 Values:	1	out of 1	2022 Values:	9	out of 9
SCA 1:	--	out of 1	SCA 1:	0	out of 0
SCA 2:	--	out of 1	SCA 2:	0	out of 0
SCA 3:	--	out of 1	SCA 3:	0	out of 0
2023 Goals:	1	out of 1	2023 Goals:	9	out of 9

Campus Name: **Bear Creek**
 Campus Number: **227901195**

Template by Campus & District Accountability