

# Grapevine-Colleyville ISD



## Bear Creek Elementary

## 2025-2026 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.

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# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

The campus needs additional support for teachers with less experience, as well as, strategies to promote retention of high performing instructional staff.

For 2023-2024, the percentage of beginning teachers at Bear Creek was 13.9% as compared to the district at 7.7% and the state at 8.7%.

2  
★

Beginning of year universal screening data in reading and math indicate a need for accelerated learning experiences that could occur both at school and at home.

The campus needs to build capacity in creating opportunities for strong school-home partnerships related to curriculum and success in school strategies.

3  
★

The campus needs additional time, high quality materials, and differentiated instruction to support students in achieving rigorous state standards and improving the campus state accountability rating from a C to at least a B.

Bear Creek serves 490 students of whom almost half are identified as economically disadvantaged. (45%), 19% ESL, 46% at risk, 22% receiving special education services, 7% dyslexic, and 3% experiencing homelessness.

4  
★

The campus needs to build on and expand strategies that led to students moving up a performance level as measured by STAAR for academic growth.

Over the past three accountability cycles, the campus has decreased in the area of student achievement, but improved over the last two years in school progress (academic growth).

5  
★

Students who were unsuccessful on the previous year's STAAR in reading and math will need accelerated, supplemental instruction using high quality materials in small group settings as delivered by a person with training in those materials.

In grade 4, the campus currently has 10 students who were not successful on the Math STAAR and 14 students for Reading. In grade 5, the campus currently has 32 students who were not successful on the MATH STAAR and 12 students for Reading.

★ = Priority



# Goals

# Goal 1 Student Achievement and Post Secondary Readiness

## Performance Objective 1 HB3 Goal

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].

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

### Strategy 1 Targeted Support Strategy

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].

**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

**Staff Responsible for Monitoring:** Campus Principals

Maria Asbill

Emily Hanaway

Sheri Robbins

**Problem Statements:** Student Learning 2

**Funding Sources:** 211 - ESEA Title I, Part A,

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning

#### Formative Reviews

Some Progress

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### 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 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 2026.

Students will be identified for Gamer's Club; an after school program to focus on House Bill 1416 hours completion. Students will be invited to participate in Gamer's Club.

**Staff Responsible for Monitoring:** Matt Canafax  
Maria Asbill

**Problem Statements:** Student Learning 2 - School Processes & Programs 1

**Funding Sources:** \$7,000 211 - ESEA Title I, Part A, \$7,000

**Title I:** 2.5.2

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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## Strategy 3

1.1.1 Use the Comprehensive Curriculum Management Plan (CMP) with fidelity.

**Strategy's Expected Result/Impact:** "By May 2026, 100% of BCE staff will have reviewed and utilized the CMP, participated in Campus PD and PLCs.

By May 2026, 100% of BCE staff will have completed a know and show chart for each power standard in their teks.

By May 2026, the percentage of BCE students scoring Approaches Grade Level or Higher on the Science STAAR/EOC will be at least 70% up from 50% in 2025.

By May 2025, the percentage of BCE students scoring Masters Grade Level on the Science STAAR will be at least 20% up from 10% in 2025.

**Staff Responsible for Monitoring:** Morgan Kroesche  
Tabetha Ericksson

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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## Strategy 4

Provide a systematic process to ensure high quality, engaging instruction in reading.

**Strategy's Expected Result/Impact:** "By May 2026, the percentage of all BCE students scoring Approaches Grade Level or Higher on the Reading STAARs will be at least 95% up from 84% in 2025.

By May 2026, 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 2025.

Annually, all students kindergarten through 5th grade will meet or exceed the iReady typical growth goal in reading.

By June 2026, 40% of students in grade kinder - 5th grade will meet stretch growth in i-Ready reading and math.

**Staff Responsible for Monitoring:** Mia Magana

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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## Strategy 5

1.1.2 Ensure high quality, engaging instruction in math.

**Strategy's Expected Result/Impact:** "By May 2026, the percentage of all students scoring Approaches Grade Level on the Math STAARs will be at least 74% up from 64% in 2025.

By May 2026, 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 2025.

By May 2026, 75% of students will meet their math i-Ready typical growth and 40% will meet their stretch growth.

**Staff Responsible for Monitoring:** Mia Magana  
Peyton Meyer

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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**Performance Objective 1 Problem Statements Identifying Student Learning**

Problem Statement	Root Cause	
<p><b>2</b></p>	<p>The campus needs to build on and expand strategies that led to students moving up a performance level as measured by STAAR for academic growth.</p>	<p>Over the past three accountability cycles, the campus has decreased in the area of student achievement, but improved over the last two years in school progress (academic growth).</p>

**Performance Objective 1 Problem Statements Identifying School Processes & Programs**

Problem Statement	Root Cause	
<p><b>1</b></p>	<p>Students who were unsuccessful on the previous year's STAAR in reading and math will need accelerated, supplemental instruction using high quality materials in small group settings as delivered by a person with training in those materials.</p>	<p>In grade 4, the campus currently has 10 students who were not successful on the Math STAAR and 14 students for Reading. In grade 5, the campus currently has 32 students who were not successful on the MATH STAAR and 12 students for Reading.</p>

**Performance Objective 2  HB3 Goal**

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].

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

**Strategy 1**

"1.2.1 Increase the number of students who demonstrate college readiness.

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**Strategy 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

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### 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 2026, BCE will establish a baseline for monthly tardies and create a goal for 2026-2027 for improvements.

By May 2026, the overall BCE ADA will increase from 95.4% (2025) to 97%.

**Staff Responsible for Monitoring:** Dr. Matt Canafax  
Mia Magana  
Heidi Robinson

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### 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.

By June 2026, all BCE Teachers in grades required will have their reading academy certificates.

**Staff Responsible for Monitoring:** Peyton Meyer

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### 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 Source:** 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

"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 2026, 100% of students will have completed weekly i-Ready minutes in i-Ready My Path.

By May 2026, students will move from Tiers 2 and Tiers 3 to Tier 1.

**Staff Responsible for Monitoring:** Matt Canafax

Maria Asbill

Emily Hanaway

Mia Magana

Sheri Robbins

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## Strategy 2

Participate in Red Ribbon Week

**Strategy's Expected Result/Impact:** Students will have drug prevention awareness. Students will participate in Red Ribbon Week. Campus Leadership will collaborate with PTA on programming.

**Staff Responsible for Monitoring:** Students will have drug prevention awareness.

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## 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 2025 to EOY 20256. BCE Behavior Tracking Document will be used to collect data.

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## 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:** Mia Magana

Ellen Esslinger

Matt Canafax

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## 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:** All classroom teachers will fill up their Cub Compliment charts each month.

BCE will hold four PBIS reward school wide events.

BCE will start the PBIS store for students to shop.

PBIS Committee will present to campus staff one time per month to review status of PBIS on campus.

**Staff Responsible for Monitoring:** Mia Magana

Brittany Workman

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## 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 Source:** GCISD Quality Cup, Student Schedules and Rosters

### Strategy 1

Monitor opportunities for all students to engage in scholastic experiences

**Strategy's Expected Result/Impact:** By May 2026, All BCE 4th and 5th graders will participate in the Spelling Bee.

**Staff Responsible for Monitoring:** Mia Magana  
Michelle Brosi

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### Strategy 2

Monitor student participation in the campus PE program.

**Strategy's Expected Result/Impact:** By May 2026, 50% of BCE students will have participated in the impossible shot PE challenge.

By May 2026, 100% of BCE students will have participated in the Cub Challenge running event.

**Staff Responsible for Monitoring:** Coach Steven Adkins

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### Strategy 3

Monitor student participation in the campus Fine Arts programs.

**Strategy's Expected Result/Impact:** By May 2026, 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.

By May 2026, selected students at BCE will have participate in drummer's group and champions dance.

**Staff Responsible for Monitoring:** Music Teacher- Joyce Cortesio  
Mia Magana

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## Strategy 4

Continue to recruit and train students to serve on the BCE Student Council, weekend food club and the BCE Kindness Ambassadors.

**Strategy's Expected Result/Impact:** Improved campus culture, decrease student office referrals and discipline incidents.

By May 2026, BCE will create a baseline of students participating in campus clubs.

**Staff Responsible for Monitoring:** Heidi Robinson

Melissa Perry

Mia Magana

Shanda Beach

## Formative Reviews

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## 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 Source:** 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

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 2026, the overall ADA will increase from 95.4% (2025) to 97%."

**Staff Responsible for Monitoring:** Heidi Robinson

Mia Magana

Matt Canafax

Georgia Stewart

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## Strategy 2

Bear Creek Elementary will utilize an Assistant Principal Intern/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:** Mia Magana  
Ellen Esslinger

**Problem Statements:** Demographics 1

**Title I:** 2.5.1

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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## 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].

**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.

By May 2026, Campus Principal will send parent communication regarding Title IX information at the elementary campus.

By May 2026, Students will have awareness of safety.

**Staff Responsible for Monitoring:** Mia Magana

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No Progress

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## Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

**1**

The campus needs additional support for teachers with less experience, as well as, strategies to promote retention of high performing instructional staff.

For 2023-2024, the percentage of beginning teachers at Bear Creek was 13.9% as compared to the district at 7.7% and the state at 8.7%.

# 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 Source:** Gallup Surveys

### 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 emails for all staff, and weekly thank you cards for BCE and district staff.

**Strategy's Expected Result/Impact:** By May 2026, 100% of staff would have been recognized with a Magic Maker door sign.  
By May 2026, 100% of staff will have been recognized with a thank you card.

**Staff Responsible for Monitoring:** Mia Magana

**TEA Priorities:** Recruit, support, retain teachers and principals

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### Strategy 2

BCE will create and distribute a staff survey after the first semester to collect feedback or suggestions for improvement of school dynamics.

**Strategy's Expected Result/Impact:** BCE Leadership will implement 1-2 suggestions from staff feedback by the end of 2026.

**Staff Responsible for Monitoring:** Mia Magana

**TEA Priorities:** Recruit, support, retain teachers and principals

#### Formative Reviews

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## 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

BCE will build authentic relationships with our staff, teachers, and administrators through Monthly house meetings.

**Strategy's Expected Result/Impact:** Staff will meet to discuss school culture one time per month from September 2025- April 2026.

**Staff Responsible for Monitoring:** Mia Magana & House Leaders

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

### Formative Reviews

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## 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].

**Evaluation Data Source:** Performance of our low-income and minority students will increase to their non-Economically Disadvantaged and non-Minority peers. High quality teachers will be recruited, supported, and retained for all students.

### Strategy 1

The campus will work with district staff 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:** Mia Magana

**TEA Priorities:** Build a foundation of reading and math

## Formative Reviews

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# 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

Stagger Fall Curriculum night to optimize parent engagement. Curriculum night will have different times for special programs, teacher presentations will be repeated to allow access for families to participate in more than one session.

**Strategy's Expected Result/Impact:** 100% of Parents will attend the curriculum night or receive presentations from teachers.

**Staff Responsible for Monitoring:** Mia Magana

**TEA Priorities:** Improve low-performing schools

#### Formative Reviews

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### Strategy 2

As a Title I, Part A schoolwide campus, we will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. TEA requires that the annual meeting be offered on more than one day and at more than one time, so that parents have more than one option to attend [Title I Requirement]. Additionally, parents and families will experience programming throughout the year that fosters strong school-home partnerships [Title I Requirement].

**Strategy's Expected Result/Impact:** As evidenced by sign in sheets, minutes, and agendas, we will achieve effective outreach for all parents and family members, as well as, implement programs, activities, and procedures that include the meaningful involvement of parents and family members in our Title I, Part A programs. Building a strong school-home partnership will enhance student outcomes.

**Staff Responsible for Monitoring:** Principal, Mia Magana

**Problem Statements:** Student Learning 1

**Funding Sources:** Supplies, Refreshments, Extra Duty Pay, Conferences 289 - Title IV, \$5,275

Title I: 2.5.1

ESF Levers: Lever 3: Positive School Culture

### Formative Reviews

No Progress

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## Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Beginning of year universal screening data in reading and math indicate a need for accelerated learning experiences that could occur both at school and at home.

The campus needs to build capacity in creating opportunities for strong school-home partnerships related to curriculum and success in school strategies.

## Performance Objective 2

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

### Strategy 1

BCE Social Media channels will recognize parent partnerships once per month.

**Strategy's Expected Result/Impact:** By May 2026, BCE Social Media Channels will have 10 posts recognizing BCE parents and community members for partnering with the campus.

**Staff Responsible for Monitoring:** Georgia Stewart  
Mia Magana

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### 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

**Problem Statements:** Student Learning 1

**Funding Sources:** Parent and Family Engagement Supplies and Extra Duty Pay 289 - Title IV, \$5,275

**Title I:** 2.5.1, 2.5.2

**Formative Reviews**

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**Performance Objective 2 Problem Statements Identifying Student Learning**

Problem Statement

Root Cause

**1**

Beginning of year universal screening data in reading and math indicate a need for accelerated learning experiences that could occur both at school and at home.

The campus needs to build capacity in creating opportunities for strong school-home partnerships related to curriculum and success in school strategies.

**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**

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:** Matt Canafax  
 Steven Adkins

**ESF Levers:** Lever 3: Positive School Culture

**Formative Reviews**

No Progress

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## 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 Source:** Student Attendance, Failure Rates, Extracurricular Participation

### 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 2026, the overall ADA will increase from 95.4% to 97%.

**Staff Responsible for Monitoring:** Matt Canafax  
Mia Magana

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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## Performance Objective 5

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

### 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

**Funding Sources:** 211 - ESEA Title I, Part A,

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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## 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.

**Funding Sources:** 211 - ESEA Title I, Part A,

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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## 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 Source:** 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

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:** Mia Magana  
PTA Liaisons

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# 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

Bear Creek will use Title One 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

**Funding Sources:** 211 - ESEA Title I, Part A, \$7,000

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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**June**

## 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

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 2026, 100% of Certified teachers who teach EBs will have their ESL certification.

**Staff Responsible for Monitoring:** Campus Coach  
Principal

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

### Formative Reviews

No Progress

**September**

**February**

**April**

**June**

### 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 Source:** Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

### Strategy 1

BCE will add signage to the cafeteria and label each hallway with grade level of the hallway.

**Strategy's Expected Result/Impact:** May 2026

**Staff Responsible for Monitoring:** Campus Principal

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

### Formative Reviews

No Progress

**September**

**February**

**April**

**June**

### 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 Source:** Federal Funds Requests, Procurement Records, Quote Forms

### Strategy 1

Student Support Specialists and GT Teacher will support primary grades with phonological awareness, phonics and early literacy instruction; they will support teachers with interventions and small group instruction.

**Strategy's Expected Result/Impact:** By May 2026, Student achievement will increase in Mathematics STAAR testing.

By May 2026, the percentage of all students scoring Approaches Grade Level on the Math STAARs will be at least 71% up from 59% in 2025.

By June 2026, 70% of students will reach Typical Growth in Reading i-Ready.

**Funding Sources:** 1.5 211 - ESEA Title I, Part A,

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

### **Formative Reviews**

No Progress

**September**

**February**

**April**

**June**



# Goal Tables

# Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	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].

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