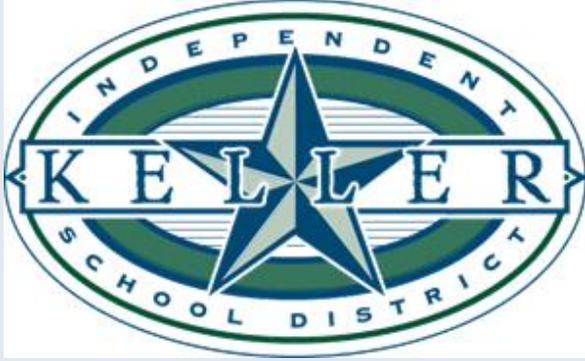


# Keller Independent School District



## Bear Creek Intermediate School

## 2025-2026 Campus Improvement Plan

# Mission Statement

## **Keller Independent School District Mission**

The community of Keller ISD will educate our students to achieve their highest standards of performance by engaging them in exceptional opportunities.

## **Keller Independent School District Motto**

Intentionally Exceptional

## **Bear Creek Intermediate School Mission**

Bear Creek Intermediate School is dedicated to developing excellence for all students, teachers and staff to ensure a lifelong love of learning.

## **The Bear Creek Intermediate School Motto**

Believing, Caring, Inspiring

# Vision

**Keller Independent School District** - An exceptional district in which to learn, work and live.

**Bear Creek Intermediate** - A community that supports and inspires one another.

## **We Believe In**

Active parent involvement in school and promoting student involvement in the community.

High achievement expectations of all students.

Learning experiences which will value and embrace differences.

Continuous improvement that is modeled and valued as being vital in our ever changing world.

Operating in a safe manner so that all students and staff may thrive in a secure and nurturing environment.



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# Comprehensive Needs Assessment

# Demographics

## Summary

Bear Creek Intermediate currently serves 851 5th and 6th grade students (438 females and 413 males) that fluctuates throughout the school year. This year, we are welcoming more students that were served on a bi-lingual campus for the 2025-2026 school year. Our current demographics of our campus is as follows: White (621), Asian (107), Hispanic (129), African American (33), Native American (7), and Pacific Islander (0). Bear Creek's special program summary is the following: Special Education (147), Gifted and Talented (123), Economically Disadvantaged (67), and ESL (20).

	2021	2022	2023	2024	2025
Avg. Experience of Teachers	13.8	14.2	14.0	14.6	14.7
Avg. Exp. Of Teachers w/Campus	9.7	9.6	9.4	9.8	10.0
Student/Teacher Ratio	15.7	16.7	16.0	16.8	17.5

## Strengths

Demographics Strengths:

1. Our parents and staff have high expectations for our students to perform at a high level as well as be challenged.
2. We create opportunities for our parents/guardians to be a part of our campus daily life in order to build a stronger bond with our community.
3. Our campus PTA is very strong who is involved in funding students' needs and experiences throughout the year.
4. Our families want to partner with the school and want to know how they can support their Brave at home.

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1

Bear Creek Intermediate is not a highly diverse campus.

The neighborhoods that feed into Bear Creek are established without the change of new builds to bring in new families.

 = Priority

# Student Learning

## Summary

Bear Creek continues to be successful on the state STAAR exam:

5th grade reading: Approaches: 95 Meets: 86 Masters: 60

5th grade math: Approaches: 90 Meets: 67 Masters: 34

5th grade science: Approaches: 87 Meets: 51 Masters: 20

6th grade reading: Approaches: 93 Meets: 81 Masters: 53

6th grade math: Approaches: 97 Meets: 85 Masters: 51

8th grade math: Approaches: 99 Meets: 99 Masters: 82

## Strengths

Bear Creek Intermediate students that are choosing to accelerate in math are proving that this placement fits their needs. This year, we have four sections of our 5th grade classes take the 6th grade STAAR test since they were in 6th grade accelerated classes.

# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1



Our current 5th graders came into Bear Creek Intermediate with lower 4th grade math scores.

Matching the performance level of last year's fifth grade students based on our current 5th grade students' achievement.

 = Priority

# School Processes & Programs

## Summary

Bear Creek Intermediate exists in a well established community that has high expectations from staff and students. Students are able to experience different levels of responsibility from one year to the next: 5th grade has five three people Houses while 6th grade departmentalized math on the east side of campus where students have the opportunity to have different classmates in their classes throughout the day.

The curriculum, instruction and assessments are guided by the district's scope and sequence which provides a framework to guide classroom instruction that focuses on critical thinking, communication, and collaboration to aide in mastering grade level TEKs/skills. Teachers meet once a week after school with their department in PLCs to review, intentionally plan, and discuss students work to guide intervention, needed spiral review, and extensions to meet students' needs.

District alignment will provide staff to track student growth.

Support services offered:

- Accelerated math opportunities
- Services through Special Education
- Dyslexia support through the MTA program
- Clustering GT students in core content areas as well as pull out support
- Tier 2 and Tier 3 support for academic and behavior needs
- Monthly faculty meeting
- Level meetings
- CEIC meeting
- Monthly Department Head meetings
- PTA meetings

## Strengths

- Staff communicates weekly to parents regarding updates in academics as well as school information
- Principal sends communications out weekly
- Staff receives weekly communication from administration
- Staff and administration meet once a month for updates and information; we also host Level Meeting where assistant principals meet with their grade level to discuss needs for 5th or 6th grade specific.
- Counselors are working with Alliance to Children, build groups to support current needs for our students, and serve their student population for two years in a row to build relationships not only with students but with their families.

# Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Limited opportunities for vertical alignment (4th to 5th and 6th to 7th).	No opportunities to vertically plan during the school year - would need too many substitutes to cover during school day

 = Priority

# Perceptions

## Summary

As we ask for feedback from parents during our open house, Meet the Teacher, Brave Connection meeting, and our New Braves on the Block time, we continuously hear the "fear" our new 4th grade parents have for leaving their elementary buildings to come to BCI. Students are nervous that they will not know anyone in their classes, the expectation of moving to more classrooms, meeting teachers that may have different expectations, and a new building are the main concerns that are expressed. Throughout the year, the campus and PTA encourages families to come volunteer and/or come to an event that we host so that we can build one community made up of five different campuses.

## Strengths

Events: New Braves on the Block, Open Houses, Meet the Teacher nights, Brave House Curriculum night, Brave House Festival, musicals, choir concerts, band and orchestra concerts, art shows, Curriculum Game night, Science Fair night

Community Events: Casey's Kids; Run in the Dark, and supports Community Storehouse

# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause

1

Entering Bear Creek Intermediate for our new 5th graders is a large step for the families as well as the students.

Since we welcome five elementary schools into one, the number of students, new building, new staff tend to take time for students and families to feel comfortable.

 = Priority



# Priority Problem Statements

**Problem Statement**

**Root Cause**



Our current 5th graders came into Bear Creek Intermediate with lower 4th grade math scores.

Matching the performance level of last year's fifth grade students based on our current 5th grade students' achievement.

 = **Priority**



# Goals

# Goal 1 Increase Student Achievement

## Performance Objective 1

In the 2025-2026 school year, 60% of students will score Masters in 5th and 6th grade Reading STAAR.

### Action Step 1

ELA teachers will meet with their department weekly until September 15 then biweekly the remainder of the year to work on TEKS resource planning, alignment, lesson planning and data analysis.

**Measures:** Meeting agendas, content administrators will be present weekly

**Staff Responsible for Monitoring:** Department Head, Administrators, Teachers

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

#### Progress Reviews

December

April

July

August

### Action Step 2

ELA teachers will identify areas where checkpoints for learning will be assessed prior to district unit assessments and unit assessments.

**Measures:** Data will be used to identify areas of need to spiral back/reteach, walkthroughs by administrators

**Staff Responsible for Monitoring:** Content teachers, administrators, ELA department heads

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

#### Progress Reviews

December

April

July

August

### Action Step 3

Data analysis discussions with content teachers during individual meetings two times a nine weeks with the Principal as well as during department head meetings.

**Measures:** 2025 STAAR data, MAP data (growth), assessments, interventions, student goal setting

**Staff Responsible for Monitoring:** Core content teachers, Administrators, department head

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

### Progress Reviews

December

April

July

August

## Action Step 4

By the end of each nine weeks grading period, teachers will be provided with a full day for collaborative planning, lesson development, and data review.

**Measures:** Attendance of staff, reviewing plans, spiral and intervention plans based of previous data needs

**Staff Responsible for Monitoring:** classroom teachers

**ESF Levers:** Lever 5: Effective Instruction

### Progress Reviews

December

April

July

August

## Performance Objective 2

In the 2025-2026 school year, 65% of students will score Masters in 6th grade Math STAAR.

## Action Step 1

6th grade math teachers will meet with their department weekly until September 15 then biweekly the remainder of the year to work on TEKS resource planning, alignment, lesson planning and data analysis.

**Measures:** Meeting agendas, content administrators will be present weekly

**Staff Responsible for Monitoring:** Department head, teachers, administration

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Progress Reviews

December

April

July

August

### Action Step 2

6th grade math teachers will identify areas where checkpoints for learning will be assessed prior to district unit assessments and unit assessments.

**Measures:** Meeting agendas, content administrators will be present weekly

**Staff Responsible for Monitoring:** 6th math teachers, department head, and administration

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Progress Reviews

December

April

July

August

### Action Step 3

By the end of each nine weeks grading period, teachers will be provided with a full day for collaborative planning, lesson development, and data review.

**Measures:** Attendance of staff, reviewing plans, spiral and intervention plans based of previous data needs

**Staff Responsible for Monitoring:** Classroom teachers

**ESF Levers:** Lever 5: Effective Instruction

### Progress Reviews

December

April

July

August

### Action Step 4

Data analysis discussions with content teachers during individual meetings two times a nine weeks with the Principal as well as during department head meetings.

**Measures:** 2025 STAAR data, MAP data (growth), assessments, interventions, student goal setting

**Staff Responsible for Monitoring:** Department heads, Principal core content teachers

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Progress Reviews

December

April

July

August

## Performance Objective 3

In the 2025-2026 school year, 70% of students will score Meets in 5th grade Math STAAR.

### Action Step 1

5th grade math teachers will meet with their department weekly until September 15 then biweekly the remainder of the year to work on TEKS resource planning, alignment, lesson planning and data analysis.

**Measures:** Meeting agendas, content administrators will be present weekly

**Staff Responsible for Monitoring:** Department Heads, Administrators, and Teachers

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Progress Reviews

December

April

July

August

### Action Step 2

Data analysis discussions with content teachers during individual meetings two times a nine weeks with the Principal as well as during department head meetings.

**Measures:** 2025 STAAR data, MAP data (growth), assessments, interventions, student goal setting

**Staff Responsible for Monitoring:** Core Content Teachers, Department Head, Administration

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

### Progress Reviews

December

April

July

August

### Action Step 3

By the end of each nine weeks grading period, teachers will be provided with a full day for collaborative planning, lesson development, and data review.

**Measures:** Attendance of staff, reviewing plans, spiral and intervention plans based of previous data needs

**Staff Responsible for Monitoring:** Classroom teachers

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Progress Reviews**

**December**

**April**

**July**

**August**

# Goal 2 Overall Excellence in Student, Parent, and Community Relations

## Performance Objective 1

By May 2026, BCI staff will have established positive partnerships between students and families through effective communication, opportunities for participation, and gathering input which will be evident by 85% of our responses on our parent survey.

### Action Step 1

During our Meet the Teacher nights, students and parents are able to meet the staff, identify what House they will be associated with, and pick up their free PTA House shirt.

**Measures:** Attendance of staff, PTA members present as well as tshirts for Houses

**Staff Responsible for Monitoring:** PTA, BCI Staff, Administration

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

#### Progress Reviews

December

April

July

August

### Action Step 2

Parents and students will participate in a BOY, MOY, and EOY survey in order to determine their transition as well as perceptions to a new school year at Bear Creek Intermediate.

**Measures:** Survey given

**Staff Responsible for Monitoring:** Leadership team

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

#### Progress Reviews

December

April

July

August

### Action Step 3

Throughout the 2025-2026 school year, students will be given multiple opportunities to be recognized for their character, academic achievements, and attendance each month, every nine

weeks, and during House Award days.

**Measures:** Staff participation in preparing awards; Positive Referrals

**Staff Responsible for Monitoring:** Office Staff, staff, Leadership Team

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

**Progress Reviews**

**December**

**April**

**July**

**August**

# Goal 3 Employee Excellence and Organizational Improvement

## Performance Objective 1

By May 2026, BCI systems and processes will have resulted in effective instruction, positive collaboration, professional growth, and leadership which will be evident in 85% of our staff survey.

### Action Step 1

Through monthly recognition, maintain high staff morale and positive culture atmosphere recognizing two different staff members.

**Measures:** Via surveys, PTA donated appreciation gifts

**Staff Responsible for Monitoring:** Staff, Administration, PTA

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

#### Progress Reviews

December

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July

August

### Action Step 2

Analyze discipline data, attendance, surveys, and academic performance to monitor progress towards building a culture of respect and motivation.

**Measures:** Data pulls for discipline, attendance, and academic performance; review surveys

**Staff Responsible for Monitoring:** Administration, Staff

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

#### Progress Reviews

December

April

July

August

### Action Step 3

Via our Sunshine Committee, planning morale boosting events throughout the year to show staff appreciation.

**Measures:** Every month to plan an activity.

**Staff Responsible for Monitoring:** Sunshine Committe members

**Progress Reviews**

**December**

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**August**