**Executive Summary of Bear Creek Elementary School Improvement Plan**

Bear Creek Elementary School has 356 students grades Pre-K to 5th, two administrators, 33 teachers, 3 hourly teachers and 24 other staff members. The mission of Bear Creek Elementary is to provide all children with a challenging, high-quality education for their academic and vocational success.

To accomplish this mission, Bear Creek has 4 Goals:

1. Increase ELA reading proficiency in grades 3-5 from 36% to 42% and increase ELA writing proficiency from as measured by the state assessment. 100% of students in grades 4-5 will make annual learning gains as measured by the state assessment. Under the Bradley MOU close the achievement gap between our black and non-black students. Increase the percentage of students scoring a 3.5 in writing from 57% to 61% as measured by the 2013-2014 FCAT writing assessments.
2. Increase math proficiency in grades 3-5 from 28% to 35% as measured by the state assessment. 100% of students in grades 4-5 will make annual learning gains as measured by the state assessment. Under the Bradley MOU close the achievement gap between our black and non-black students.
3. Increase science proficiency in grades 5 from 50% to 55% as measured by the FCAT 2.0 state assessment. We will also increase the number of STEM related opportunities for students in grades 3-5.
4. Decrease the number of students identified under the Early Warning Systems (EWS) indicators.

**The core instructional strategies included in our action plans are**: Setting and communicating the purpose for learning and the learning goals in every lesson, increasing instructional rigor by using complex text and increasing students Tier 3/academic vocabulary. The focus is to also implement high yield instructional strategies and best practices (gradual release, use of close reading techniques, 5E’s model, grade level collaborative planning and implementation of effective PLCs to analyze core data and AVID).

**The professional development efforts include** – analyzing running record data, lesson planning to align with FSS and NGSS, Marzano’s framework for effective core instruction, planning during effective PLCs, increasing instructional rigor, selecting complex text and differentiation.