Bear Creek Elementary School

2019-20 School Improvement Plan

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Bear Creek Elementary School

350 61ST ST S, St Petersburg, FL 33707

http://www.bearcreek-es.pinellas.k12.fl.us

Demographics

Principal: Willette Houston D

Start Date for this Principal: 6/11/2019

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: A 2015-16: C 2014-15: D 2013-14: D
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	[Tracy Webley](#)
Turnaround Option/Cycle	N
Year	A
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Providing all children with a challenging, high-quality education for their academic and vocational success.

Provide the school's vision statement

100% Student Success

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Houston, Willette	Principal
Principal	
Dixon, Nikishia	Assistant Principal
Assistant Principal	
McMahon, Jessica	Other
Other	
Hobbs, Carybeth	Instructional Coach
Instructional Coach	
Malave, Frances	Instructional Coach
Instructional Coach	
Johnson-Levy, Sharon	Guidance Counselor
Guidance Counselor	
Reed, Amanda	Psychologist
Psychologist	
Youngerman, Marcia	Attendance/Social Work
Attendance/Social Work	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	27	56	53	50	59	58	0	0	0	0	0	0	0	303
Attendance below 90 percent	0	9	11	7	8	10	0	0	0	0	0	0	0	45
One or more suspensions	3	1	5	15	18	12	0	0	0	0	0	0	0	54
Course failure in ELA or Math	0	0	0	0	1	10	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	4	24	23	0	0	0	0	0	0	0	51

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	0	10	14	0	0	0	0	0	0	0	25

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	4	4	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)
18

Date this data was collected or last updated
Tuesday 6/11/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	14	18	14	13	12	0	0	0	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	1	10	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	27	25	22	0	0	0	0	0	0	0	74

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	1	8	13	16	0	0	0	0	0	0	0	40

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	31%	54%	57%	36%	50%	56%
ELA Learning Gains	43%	59%	58%	38%	47%	55%
ELA Lowest 25th Percentile	37%	54%	53%	36%	40%	48%
Math Achievement	50%	61%	63%	54%	61%	62%
Math Learning Gains	50%	61%	62%	49%	56%	59%
Math Lowest 25th Percentile	31%	48%	51%	39%	42%	47%
Science Achievement	44%	53%	53%	45%	57%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	27 (0)	56 (0)	53 (0)	50 (0)	59 (0)	58 (0)	303 (0)
Attendance below 90 percent	0 ()	9 ()	11 ()	7 ()	8 ()	10 ()	45 (0)
One or more suspensions	3 ()	1 (0)	5 (0)	15 (0)	18 (0)	12 (0)	54 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	1 (0)	10 (0)	11 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	4 (0)	24 (0)	23 (0)	51 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	35%	56%	-21%	58%	-23%
	2018	42%	53%	-11%	57%	-15%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	29%	56%	-27%	58%	-29%
	2018	28%	51%	-23%	56%	-28%
Same Grade Comparison		1%				
Cohort Comparison		-13%				
05	2019	34%	54%	-20%	56%	-22%
	2018	32%	50%	-18%	55%	-23%
Same Grade Comparison		2%				
Cohort Comparison		6%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	50%	62%	-12%	62%	-12%
	2018	63%	62%	1%	62%	1%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2019	50%	64%	-14%	64%	-14%
	2018	52%	62%	-10%	62%	-10%
Same Grade Comparison		-2%				
Cohort Comparison		-13%				
05	2019	53%	60%	-7%	60%	-7%
	2018	43%	61%	-18%	61%	-18%
Same Grade Comparison		10%				
Cohort Comparison		1%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	44%	54%	-10%	53%	-9%
	2018	43%	57%	-14%	55%	-12%
Same Grade Comparison		1%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	8	29	33	26	33	36	29				
BLK	22	35	38	41	45	29	29				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	45	59		68	56		79				
FRL	30	44	38	50	52	27	42				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	25		19	35	31					
BLK	29	36	32	45	41	28	37				
WHT	48	43		68	54		67				
FRL	31	33	35	51	46	34	39				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	286
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Our overall ELA achievement (30%) and SWD (8%) were our lowest performance areas. The contributing factor(s) to low performance include: ELA foundational gaps in grades 3-5 students and inconsistent use of data to plan for differentiation and scaffold instruction to increase student achievement.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Grade 3 Math achievement showed the greatest decline from the prior year. The factor(s) that contributed to this decline include: Inconsistent use of data to plan for differentiation and scaffold instruction to increase student achievement.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The greatest gap between the state and Bear Creek is 4th grade ELA (29%). The factor(s) that contributed to this gap inlcudes: ELA foundational gaps in grades 3-5 students and inconsistent use of data to plan for differentiation and scaffold instruction to increase student achievement.

Which data component showed the most improvement? What new actions did your school take in this area?

Grade 5 Math achievement showed the most improvement from the previous year (10%). As well as Grade 5 ELA Cohort increase by 6%. Consistent utilization of data to plan for differentiation, intervention, and scaffold instruction to increase student achievement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The percentage of students of missing 10% or more days of school (22%).
The percentage of students receiving 1 or more suspensions (16%) although most are bus suspensions.
The percentage of Level 1 students in grades 3-5 (40%).

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Sustaining positive relationships
2. Consistent use of data to problem solve and plan for instruction to increase student achievement in all content
areas (ELA, Math, and Science), as measured by our end of year FSA/SSA achievement and learning gains
data.
3. Ensuring that all grade levels are planning for and implementing rigorous standards-based instruction

4. Implementation of AVID CRT, SEL, and Restorative Practices
5. Promoting a safe and positive learning environment where all learners can thrive

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA/ Reading
Rationale	Our current level of performance is 31%, as evidenced in 2019 FSA Data. We expect our ELA Achievement level to be 42% by end of the 2019-2020 school year. The problem/gap is occurring because foundational gaps in grades 3-5 are not being addressed and data is not consistently utilized to plan for differentiation, intervention, and scaffold core instruction to increase student achievement.
State the measureable outcome the school plans to achieve	The percent of all 3-5 students achieving ELA proficiency will increase from 31% to 40%, as measured by the FSA ELA Assessment. The percent of L25 students making learning gains will increase from 43% to 70%, as measured by the FSA ELA Assessment. The percent of all 3-5 students making learning gains will increase from 37% to 70%, as measured by the FSA ELA Assessment. The percent of K-2 students achieving ELA proficiency will increase from 44% to 60%, as measured by the Spring MAP Assessment.
Person responsible for monitoring outcome	Willette Houston (houstonw@pcsb.org)
Evidence-based Strategy	Support and strengthen staff ability to utilize data to plan for differentiation, intervention, and scaffold core instruction to increase student achievement. Ensure that teachers plan for regular assessment opportunities (both formally and informally) and utilize data to modify and adjust instruction.
Rationale for Evidence-based Strategy	Our recent FSA ELA achievement and learning gains data reveal that utilizing data to plan for differentiation, intervention, and providing necessary scaffold core instruction is an area of growth.
Action Step	
Description	1. Provide embedded PD and coaching supports centered around utilizing data (MAP, ISIP, Success Criteria, Running Record, and LSI tracker) to drive instruction. 2. Provide Guiding Reading (Emergent, Transitional, and Fluency) PD to teachers grades 3-5. 3. Schedule weekly structured, collaborative planning session with Content Coaches (Mondays @3:15-4:30pm) 4. Develop weekly walk-through timeline/schedule to provide ongoing feedback. 5. Instructional Leadership Team will monitor implementation by collecting and analyzing school-wide trend utilizing the LSI trend tracker. (Monthly) 6. Ensure instructional supports are in place for all students during core instruction and independent practice, including supports for students with exceptional needs. These supports include access to grade-level text and beyond as well as small group instruction based on data. 7. Sustain core instructional practice through the facilitation ELA-focused, sustained professional development

on standards-based instruction, target and task alignment, and the ELA shifts (regular practice with complex
texts and academic language; Reading, writing, and speaking grounded in evidence from texts; Build
knowledge through content-rich nonfiction.

Person Responsible	Willette Houston (houstonw@pcsb.org)

#2	
Title	Mathematics
Rationale	Our current level of performance is 50%, as evidenced in 2019 FSA Math Data. We expect our Math Achievement level to be 60% by end of the 2019-2020 school year. The problem/gap is occurring because data is not consistently utilized to to plan for differentiation, intervention, and scaffold instruction to increase student achievement.
State the measureable outcome the school plans to achieve	The percent of all 3-5 students achieving math proficiency will increase from 50% to 60%, as measured by the FSA Math Assessment. The percent of L25 students making learning gains will increase from 31% to 70%, as measured by the FSA Math Assessment. The percent of all 3-5 students making learning gains will increase from 50% to 70%, as measured by the FSA Math Assessment. The percent of K-2 students achieving Math proficiency will increase from 48% to 60%, as measured by the Spring MAP Assessment.
Person responsible for monitoring outcome	Willette Houston (houstonw@pcsb.org)
Evidence-based Strategy	Support and strengthen staff ability to utilize data to plan for differentiation, intervention, and scaffold instruction to increase student achievement. Ensure that teachers plan for regular assessment opportunities (both formally and informally) and utilize data to modify and adjust instruction.
Rationale for Evidence-based Strategy	Our recent FSA Mathematics achievement and learning gains data reveal that utilizing data to plan for differentiation, intervention, and providing necessary scaffolds is an area of growth.
Action Step	
Description	1. Provide embedded coaching support and PD centered around utilizing multiple forms of data (MAP, Success Criteria, Unit Assessments, exit tickets, student work analysis, Ready Math digital comprehension checks, and LSI tracker data) to drive instruction (School-wide). 2. Schedule weekly structured, collaborative planning session with embedded content coach (Mondays @3:15- 4:30pm and during block). Empower mathematics teacher leaders to facilitate alongside administrators and mathematics coach. 3. Develop weekly walk-through timeline/schedule to provide ongoing feedback. 4. Instructional Leadership Team will monitor implementation by collecting and analyzing school-wide trend data utilizing the LSI trend tracker. (Monthly) 5. Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, Dreambox Learning, and Number Routines. Support this work through curriculum meetings, PLCs, feedback, and/or the use of classroom video. 6. MTLI will facilitate PD and use targeted protocol for planning..

Person Responsible	Willette Houston (houstonw@pcsb.org)

#3	
Title	Science
Rationale	Our current level of performance is 44% proficient, as evidenced in 2019 SSA Data. We expect our performance level to be 50% by end of 2019-2020 school year. The problem/gap is occurring because of the grades 3-4 science content gap.

State the measureable outcome the school plans to achieve	The percent of 5th grade students achieving science proficiency will increase from 44% to 50%, as measured by SSA.
Person responsible for monitoring outcome	Willette Houston (houstonw@pcsb.org)
Evidence-based Strategy	Support and strengthen staff (grades 1-5) ability to effectively plan for science units and incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to grades 1-5 standards.
Rationale for Evidence-based Strategy	Grade 5 Science proficiency is the responsibility of all grades 1-5, with an emphasis on grades 3-5.

Action Step	
Description	1.Facilitate science PD through monthly curriculum meetings and/or week PLCs. 2. Develop for a schedule for grades 3-5 data chat/vertical articulation. 3. Develop, implement and monitor a data driven 5th grade standards review plan using 3rd and 4th grade Diagnostic data. Administer 4th and 5th grade unit assessment and incorporate data in the review plan. 4. Implement and monitor science academic gaming on data, with priority focus on the 60 Power Words and other related vocabulary based on grade level standards. 5. Develop weekly walk-through timeline/schedule to provide ongoing feedback. 6. Grades K-5 will incorporate STEM team building challenges/activities during the first month of school.
Person Responsible	Willette Houston (houstonw@pcsb.org)

#4	
Title	Bridging the Gap (Black Student Achievement)
Rationale	Our current level of ELA performance of black students is 22%, as evidenced in our 2019 FSA ELA Data. We expect our performance level to be 42% by end of the 2019-2020 school year. The problem/gap is occurring because of the lack of intentional planning for culturally relevant instructional practices. If teachers would intentionally plan to use culturally relevant instructional practices, the problem/gap would be reduced by closing the achievement gap by 18%.

State the measureable outcome the school plans to achieve	The percent of black students achieving ELA proficiency will increase from 22% to 42%, as measured by FSA ELA Assessment.
Person responsible for monitoring outcome	Willette Houston (houstonw@pcsb.org)
Evidence-based Strategy	Support and strengthen staff ability to provide opportunities for black students to make academic progress as they access rigorous academic content and experiences through highly supported, responsive, and engaging learning environments.
Rationale for Evidence-based Strategy	Ensuring that all learners have access and opportunities to engage in rigorous course work, while meeting their individual needs and learning styles is a necessary component to closing black the achievement gap.

Action Step	
Description	1. Provide targeted professional development and embedded coaching to teachers and leaders on culturally relevant strategies to increase engagement and increase ELA proficiency for black students. 2. Ensure that 50% of classroom teachers are AVID CRT trained by the end of the 2019-2020 school term. 3. Establish expectations and procedures to guide collaborative learning that brings diverse learners together to engage in inquiry, productive struggle, discourse and problem-solving (Teaming). 4. Use goal setting and success criteria to facilitate regular "check-ins" so that learners can reflect on and self-assess their current level of performance; teachers use data and feedback to support the process of learners' reflections and to improve instruction. 5 Principal and Equity team will facilitate PD centered around the Equity Module (3 per year).
Person Responsible	Nikishia Dixon (dixonni@pcsb.org)

#5	
Title	School Climate/Conditions for Learning
Rationale	Our current percentage of all students receiving one or more office discipline referral for the 2018-2019 is 16%. We expect the number of students receiving one or more office discipline referrals to decrease by 25%. The problem/gap in behavior performance is occurring because of lack of consistency in the implementation of Tier I PBIS. Through the continued implementation and monitoring of our school-wide Tier I PBIS, the number of ODRs will decrease to 12%, as evidenced by the 2019-2020 end of the year ODR data from the School Profile Dashboard. The School Based Leadership Team (SBLT) will review monthly school-wide implementation findings for staff implementation of Tier I PBIS and Restorative Practices.

State the measureable outcome the school plans to achieve	The percent of all students receiving referrals will decrease from 16% to 12%, as evidenced by implementation of Tier I PBIS and Restorative Practices research from IIRP.
Person responsible for monitoring outcome	Sharon Johnson-Levy (johnson-levys@pcsb.org)
Evidence-based Strategy	Support and strengthen staff ability to use Tier I PBIS/ Restorative Practices and approaches to create conditions for success.
Rationale for Evidence-based Strategy	Ensuring the inclusion of a nurturing environment that attends to the SEL needs of all stakeholders is integral to the learning environment.

Action Step	
Description	1. Provide training on school-wide Tier I PBIS/Restorative Practices implementation. 2. Work with RP trainer to develop a plan to train new instructional staff on Restorative Practices. 3. Monitor and support staff for implementation with fidelity. 4. SBLT will review and monitor student and teacher data on a monthly basis to identify trends and next steps. 5. Provide opportunities to share data with staff and collect faculty input monthly. 6. Implement AVID CRT strategies to increase engagement of diverse learners. 7. Encourage continued implementation morning meetings and community building circles promote a positive school/classroom climate by fostering learning environments that are safe.
Person Responsible	Nikishia Dixon (dixonni@pcsb.org)

#6	
Title	Attendance
Rationale	Our current attendance rate of students missing 10% or more days of school is 22%. We expect our decrease our current rate of students missing 10% or more days to 15%, as measured by our monthly and end-of-year attendance data in the data dashboard. The problem/gap in attendance is occurring because of a lack of awareness that student attendance has a direct correlation to student achievement. Through the implementation of a strong Multi-tiered approach, the problem would be reduced by an increase in student attendance to the expected level (90%). SBLT will review monthly attendance data for effective implementation of MTSS strategies. The Child Study Team (CST), will meet bi-week to problem solve around attendance

State the measureable outcome the school plans to achieve	The percent of all students missing 10% or more days of school will decrease from 22% to 15%, as measured by our monthly and end-of-year attendance data. The daily attendance rate will increase from 62.5% to 70%, as measured by our daily attendance rate.
Person responsible for monitoring outcome	Willette Houston (houstonw@pcsb.org)
Evidence-based Strategy	Support and strengthen the attendance problem-solving process to eliminate attendance barriers and support the needs of students across all Tiers on an ongoing basis.
Rationale for Evidence-based Strategy	Research shows that chronic absenteeism has been shown to reduce educational outcomes at all school levels. At the elementary level, chronic absence is typically associated with poor performance in core academic subjects. Students from disadvantaged groups and those living in poverty are more likely to experience harmful effects of missing school and be chronically absent.
Action Step	
Description	1. Provide ongoing communications regarding the importance of attendance and the need to reduce chronic absenteeism. Promote attendance awareness during Title I Family Engagement events. 2. Disseminate information about their attendance policies in a variety of accessible formats and initiate attendance campaigns utilizing the school web-site, marquee and School-wide Dojo to communicate to parents and students about the importance of attending school. 3. Review the attendance taking process ans school-wide strategies for positive attendance with all staff during preschool and at the beginning of second semester. 4. Develop and implement an attendance incentive program. 5. Implement and monitor Tier 2 and 3 plans for specific families and review barriers and effectiveness of the plan.

6. Meet with the families of students missing 10% or more days of school, as measured by the end-of-year
attendance data.

Person Responsible   Marcia Youngerman (youngermanm@pcsb.org)

#7	
Title	Family and Community Engagement
Rationale	Our current level of student achievement in all content areas (ELA/reading, math, and science) is below the state and district performance levels, as evidenced in 2019 FSA Data. We expect all content achievement levels to increase as outlined in the SIP by end of the 2019-2020 school year. The problem/gap is occurring because the school lacks an effective family/school partnerships that support student achievement & school improvement.

State the measureable outcome the school plans to achieve	Student achievement will increase as outlined by specific content area SIP goals by the end of the 2019-2020 school year. We will increase the percentage of parent attending Family Involvement events from 43% to 50%, as measured by the Annual Title I Parent Survey.
Person responsible for monitoring outcome	Willette Houston (houstonw@pcsb.org)
Evidence-based Strategy	When school's are able to: • Effectively communicate with families about their students' progress and school processes/practices. • Provide academic tools to families in support of their students' achievement at home. • Intentionally build positive relationships with families and community partners. • Honor and recognize families' inner culture, work experience, or their daily routines Student achievement and school improvement will increase.
Rationale for Evidence-based Strategy	Many of our parents are working-class citizens that have work multiple jobs to provide the basic needs for their families. Oftentimes, they genuinely want to support their students education, but lack the tools and resources to do so. It is important for our parents to know what is happening at the school in a timely manner so that they can make the necessary arrangements to attend. Parents need to be provided with the necessary tools that makes it a seamless process for them to support their child's education.

Action Step	
Description	1. Send a team of families and staff to the annual family engagement conference. 2. Send a weekly message to parents about weekly school happenings 3. Maintain the school website with upcoming events. 4. Communicate school happenings using class dojo. 5. Facilitate parent/teacher conference nights. 6. Host Family nights centered around each content area. 7. Host FSA Support night to provide parents with resources to support their students at home. 8. Host additional parent support workshops in their community.

Person Responsible	Nikishia Dixon (dixonni@pcsb.org)

#8

Title	Healthy Schools
Rationale	Our current level of performance is working towards Bronze Level, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework. We expect our performance level to be 4 out of 6 modules in Bronze by May 2020. The problem/gap is occurring because we need to increase our before and after school physical activity opportunities. If including both before and after school physical activity opportunities, then we would be eligible for recognition by the Alliance for a Healthier Generation.
State the measureable outcome the school plans to achieve	Our goal is to achieve 4 out of 6 Assessment Modules by the end of the 2019-2020 school year as measured by the Alliance for a Healthier Generation Healthy School Program.
Person responsible for monitoring outcome	Nikishia Dixon (dixonni@pcsb.org)
Evidence-based Strategy	• The wellness team will develop and implement a Walking Club one day a week after school for students • Initiate one morning a week for families to attend and walk together. • Students that participate will be given a Walking Club Prize.
Rationale for Evidence-based Strategy	Students to do have enough time outside of their school day for regular physical activity, but offering a safe environment, students have access to walk with friends and the learn the benefits of a healthy lifestyle.

Action Step

Description	1. Reestablish a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student. 2. Attend district-supported professional development 3. Develop and Implement Healthy School Program Action Plan 4. Complete the SMART Snacks in School Documentation
Person Responsible	Nikishia Dixon (dixonni@pcsb.org)

#9	
Title	Black Students
Rationale	Our current rate of black students receiving one or more office discipline referrals is 84.7% as compared to non-black students at 15.3% and a referral risk ratio of 18.3%. We expect the number of black students receiving one or more referrals to decrease by 50% (42%) as measured by end of year ODR data from the School Profile Dashboard.Through the implementation of continued Restorative Practices, SEL, and YMHFA training the problem/gap will be reduced to a more equitable risk rate, as evidenced by the end of the year ODR data from the School Profile Dashboard. We will analyze and review our data for effective implementation of our strategies by meeting bi-weekly to analyze data, identify progress and areas in need of improvement.
State the measureable outcome the school plans to achieve	The percent of black students receiving referrals will decrease from 84.7% to 42%, as measured by the end of year ODR data from School Profile Dashboard.
Person responsible for monitoring outcome	Sharon Johnson-Levy (johnson-levys@pcsb.org)
Evidence-based Strategy	During the development and roll out of school-wide behavior initiatives explicitly address equity, SEL, and YMHFA.
Rationale for Evidence-based Strategy	Behavioral initiatives that do not explicitly address equity may result in overall improvements in behavioral outcomes without reducing disproportionalities in behavioral outcomes.
Action Step	
Description	1. Strengthen the ability of all staff to establish and maintain positive relationships with all students. 2. Attend six hour district-led, RP team training for Developing the Right Conditions for Student Achievement and Success in School. 3. Work with equity champions to select and present three all-staff learning modules. 4. Every school-based staff engages in strategies and supports that the academic, social-emotional and behavioral needs of each and every students are known and met. 5. LCSW will facilitate YMHFA training to all staff.
Person Responsible	Marcia Youngerman (youngermanm@pcsb.org)

#10	
Title	Students With Disabilities
Rationale	Our current level of performance of SWD is 8%, as evidenced in our 2019 FSA data. We expect our performance level to be 42% by end of the 2019-2020 school year. The problem/gap is occurring due to the lack of inclusion structures where the Gen-ed and VE Resource teachers collaboratively team teach to provide differentiation. If both, Gen-ed and VE Resource teachers consistently utilize data to to plan for differentiation and scaffold instruction to increase the achievement of SWD, the problem/gap would be reduced by closing the achievement gap between our ESE and non-ESE students by 34%.
State the measureable outcome the school plans to achieve	The percent of ESE students achieving ELA proficiency will increase from 8% to 42%, as measured by the FSA ELA Assessment. The ESSA reference index for SWD will increase from 28% to 51%.
Person responsible for monitoring outcome	Willette Houston (houstonw@pcsb.org)
Evidence-based Strategy	Ensure that an inclusion model where both, Gen-Ed and VE Resource teachers intentionally plan for the differentiated needs of EACH student with consideration of the principles of UDL to ensure content is accessible to the broadest range of learners.
Rationale for Evidence-based Strategy	Based on the learning gains and trend data of schools with similar ESE populations; school leaders shared that implementing an inclusion (push-in) model is one of the major the contributing factors to increased ESE improvement.
Action Step	
Description	1. Provide embedded PD and coaching supports centered around utilizing data (MAP, ISIP, Success Criteria, Running Record, and LSI tracker) to drive instruction. 2. Ensure the ESE teachers receive on going PD aligned to implementing standards-based instruction. 3. Schedule weekly structured, collaborative planning session with Content Coaches (Mondays @3:15-4:30pm) 4. Develop weekly walk-through timeline/schedule to provide ongoing feedback. 6. Ensure instructional supports are in place for during core instruction and independent practice, for students with exceptional needs. These supports include access to grade-level text and beyond as well as small group instruction based on data. 7. Sustain core instructional practice through the facilitation ELA-focused, sustained professional development on standards-based instruction, target and task alignment, and the ELA shifts (regular practice with complex texts and academic language; Reading, writing, and speaking grounded in

evidence from texts; Build
knowledge through content-rich nonfiction.

Person Responsible	[no one identified]

#11	
Title	Economically Disadvantage Students
Rationale	Our current level of ELA performance of economically disadvantage students is 30%, as evidenced in our 2019 FSA ELA Data. We expect our performance level to be 42% by end of the 2019-2020 school year. The problem/gap is occurring because of the lack high expectations for all students.

State the measureable outcome the school plans to achieve	The percent of all economically disadvantage students achieving ELA proficiency will increase from 30% to 42%, as measured by the FSA ELA Assessment. The percent of L25 students making learning gains will increase from 44% to 70%, as measured by the FSA ELA Assessment. The percent of all 3-5 students making learning gains will increase from 38% to 70%, as measured by the FSA ELA Assessment. The percent of K-2 students achieving ELA proficiency will increase from 44% to 60%, as measured by the Spring MAP Assessment.
Person responsible for monitoring outcome	Willette Houston (houstonw@pcsb.org)
Evidence-based Strategy	Support and strengthen staff ability to consistently implement AVID-CRT strategies and set high expectations for all students.
Rationale for Evidence-based Strategy	Our recent FSA ELA achievement and learning gains data reveal that students need multiple opportunities to engage in rigorous standards-based tasks.

Action Step	
Description	1. Sustain core instructional practice through the facilitation ELA-focused, sustained professional development on standards-based instruction, target and task alignment, and the ELA shifts (regular practice with complex texts and academic language; Reading, writing, and speaking grounded in evidence from texts; Build knowledge through content-rich nonfiction. 2. Provide multiple opportunities for the use of effective feedback to revise and resubmit work. 3. Embedded teaming opportunities within ELA lessons. 4. Provide PD to allow teacher to use multiple approaches to consistently monitor students' understanding of content.
Person Responsible	Willette Houston (houstonw@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

N/A

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Full implementation of an effective family/school partnerships that supports student achievement & school improvement. Bear Creek looks for partnerships that are mutually beneficial to best serve our students. Our staff is dedicated to meeting the educational needs of all children and we believe that involvement and assistance from community partnerships completes the vision we have of attaining high student achievement. Recognize and promote student success in the area (s) of academics, attendance and/or behavior.

The classroom partnerships are mainly secured through our Family & Community Liaison. The Family & Community Liaison reaches out to the surrounding community by visiting the local businesses or with personal phone calls to owners and managers. These partnerships run throughout the initial year with continued communication that allows us the possibility to sustain the relationship from year to year.
Businesses, community service organizations, and families have joined us as partners.

Involvement includes: Family lunch day (first Friday of the month). Invite guest speakers and business partners to talk about their business/career opportunities during the Great American Teach-In. Recognizing students for academics, attendance or behavior Teacher Incentives Participating in PTA or SAC Visits to tour our campus Inviting students on a field trips to local business or display student work Making a monetary donation/or purchasing items for specific programs/classrooms by becoming involved in our Adopt-A-Class program Pack-a-Snack program

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school's counselor currently provides Tier 1 social skills lessons to all students in grades K-5. Lessons are developed around the Commitment to Character traits and shared monthly on the morning news.

School leaders and teachers will develop a learning environment that is relevant to and reflective of their students' social, cultural, and linguistic experiences. Embracing an equity approach and belonging-centered practices will provide ALL learners with they need in order to be successful in school.

Our school's counselor and social worker provide additional small group support for students who are struggling with specific issues (i.e. bullying, getting along with others, changing familes..etc). Some students also receive individual one-on-one support in areas which are unique to the individual behavior plans.

Our community liasion works with our community partners to recruit mentors for students in need. For the upcoming school year, Bear Creek has partnered with our feeder high school, Boca Ciega, to provide additional mentorship opportunities.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Kindergarten teachers will host an orientation (K- Roundup) for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented.

Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

In late Spring AVID students from our feeder, middle and high, are invited to talk with our fourth and fifth grade students to help them in preparing for their transition to post elementary school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Thorough analysis and review of our comprehensive needs assessment data (academic, instructional trend, stakeholder feedback, PBIS walkthrough, and discipline), is what

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Part V: Budget						
1	**III.A**	**Areas of Focus: ELA/ Reading**				**$1,650.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			0271 - Bear Creek Elementary School	School Improvement Funds	330.0	$1,650.00
			Notes: TDEs for embedded PD and Planning.			
2	III.A	**Areas of Focus: Mathematics**				**$0.00**
3	III.A	**Areas of Focus: Science**				**$0.00**
4	III.A	**Areas of Focus: Bridging the Gap (Black Student Achievement)**				**$0.00**
5	III.A	**Areas of Focus: School Climate/Conditions for Learning**				**$0.00**
6	III.A	**Areas of Focus: Attendance**				**$0.00**
7	III.A	**Areas of Focus: Family and Community Engagement**				**$0.00**
8	III.A	**Areas of Focus: Healthy Schools**				**$0.00**
9	III.A	**Areas of Focus: Black Students**				**$0.00**
10	III.A	**Areas of Focus: Students With Disabilities**				**$0.00**
11	III.A	**Areas of Focus: Economically Disadvantage Students**				**$0.00**
					Total:	**$1,650.00**