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School Board Approval

This plan was approved by the Seminole County School Board on Board Approved 10/07/2025.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Bear Lake Elementary School we believe that our students are our top priority. Our dedicated teachers and staff work together to ensure success in each and every one of our students. Our school is committed to providing our students a quality education in a safe and nurturing environment.

Provide the school's vision statement

As a diverse community of students, parents, and staff we will foster an accepting and safe environment as well as social-emotional growth for all.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Amy Barone

amy_barone@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Employ and monitor a decision-making process that is based on vision, mission, values, and improvement priorities using facts and data. Lead and support a learning organization focused on student success, quality instructional practices based on state adopted student academic standards and the district's adopted curricula. Collaboratively develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. Retain, recruit, and develop an effective and diverse faculty and staff. Manage the

organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

Leadership Team Member #2

Employee's Name

Kristin Sweeney

kristin_sweeney@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Support principal in curricula implementation and student behavior management. Lead and support a learning organization focused on student success, quality instructional practices based on state adopted student academic standards and the district's adopted curricula. Collaboratively develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. Retain, recruit, and develop an effective and diverse faculty and staff. Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. Collaborate with school personnel, parents, community agencies, and/or students to promote optimal learning outcomes for all students. Implement individual, group, or system level interventions that are scientifically proven to promote positive social, emotional, behavioral, and independent functioning outcomes.

Leadership Team Member #3

Employee's Name

Petra Gonzalez

petra_gonzalez@scps.k12.fl.us

Position Title

Reading Instructional Coach

Job Duties and Responsibilities

Provide teachers and administrators with on-site, on-going professional development related to literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content and resulting in an increase in teaching and learning proficiency.

Leadership Team Member #4

Employee's Name

Janan Hodges

hodgesja@scps.k12.fl.us

Position Title

Math Instructional Coach

Job Duties and Responsibilities

Provide teachers and administrators with on-site, on-going professional development related to mathematics & science; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content and resulting in an increase in teaching and learning proficiency.

Leadership Team Member #5

Employee's Name

Daisy Hinksman

hinksmda@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Collaborate with school personnel, parents, community agencies, and/or students to promote optimal learning outcomes for all students. Implement individual, group, or system-level interventions that are scientifically proven to promote positive social, emotional, behavioral, and independent functioning outcomes.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Bear Lake Elementary School involves parents and the community in developing this plan by

surveying parents regarding needs for student success and safety. In addition, members of our School Advisory Counsel are involved in helping us determine school needs.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The leadership team at Bear Lake Elementary School will meet quarterly to review School Improvement Plan goals and progress made toward those goals. Growth toward goals will be based on data provided from state and local assessments, parent and student surveys, and informal feedback from stakeholders. Progress toward SIP goals will also be shared with staff and the SAC at determined intervals throughout the school year.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	62.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: C 2022-23: B 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	96	123	140	145	145	116				765
Absent 10% or more school days	6	11	20	15	14	18				84
One or more suspensions	0	3	1	1	5	12				22
Course failure in English Language Arts (ELA)	2	23	19	20	29	4				97
Course failure in Math	2	20	15	20	21	10				88
Level 1 on statewide ELA assessment	0	4	33	33	22	22				114
Level 1 on statewide Math assessment	0	4	14	29	20	33				100
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	4	8	11	0	0				25
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	5	8	10	9	0				32

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	2	8	5	20	5				42

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	4	1	9	0	0				15
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		30	23	18	21	27				119
One or more suspensions		13		6	6	10				35
Course failure in English Language Arts (ELA)		19	24	13	8	5				69
Course failure in Math		8	5	9	9	13				44
Level 1 on statewide ELA assessment				3	22	46	1			72
Level 1 on statewide Math assessment				2	24	56	1			83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		33	5	33						71
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		27	10	25	19					81

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		15	12	11	29	53	1			121

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2		10						13
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	57	68	59	57	66	57	54	61	53
Grade 3 ELA Achievement	62	71	59	53	69	58	58	62	53
ELA Learning Gains	62	63	60	56	62	60			
ELA Lowest 25th Percentile	71	56	56	50	55	57			
Math Achievement*	51	69	64	56	67	62	57	64	59
Math Learning Gains	57	65	63	50	64	62			
Math Lowest 25th Percentile	54	47	51	24	43	52			
Science Achievement	54	68	58	67	68	57	48	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	73	63	67	75	61	46	77	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	540
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
60%	53%	58%	52%	49%		60%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
English Language Learners	52%	No		
Black/African American Students	49%	No		
Hispanic Students	57%	No		
Multiracial Students	63%	No		
White Students	62%	No		
Economically Disadvantaged Students	52%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	57%	62%	62%	71%	51%	57%	54%	54%					72%
Students With Disabilities	34%	33%	59%	66%	33%	55%	44%	30%					80%
English Language Learners	37%	43%	60%	64%	37%	60%	69%	28%					72%
Black/African American Students	55%	54%	60%		42%	41%	30%	60%					
Hispanic Students	48%	49%	60%	74%	43%	59%	66%	44%					73%
Multiracial Students	73%				53%								
White Students	63%	78%	60%	72%	61%	55%	44%	63%					
Economically Disadvantaged Students	45%	48%	60%	68%	38%	48%	49%	37%					73%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	57%	53%	56%	50%	56%	50%	24%	67%					67%
Students With Disabilities	26%	21%	41%	40%	25%	39%	31%	20%					33%
English Language Learners	45%		51%	56%	48%	36%	25%	50%					67%
Asian Students	90%				100%								
Black/African American Students	42%	22%	47%	38%	38%	50%	43%	43%					
Hispanic Students	51%	58%	49%	59%	55%	46%	29%	59%					69%
Multiracial Students	60%				53%								
White Students	63%	60%	63%	46%	59%	51%	8%	78%					
Economically Disadvantaged Students	44%	40%	47%	44%	44%	44%	20%	59%					63%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	54%	58%			57%			48%					46%
Students With Disabilities	37%	35%			38%			34%					56%
English Language Learners	43%	53%			41%			21%					72%
Black/African American Students	48%	58%			41%			33%					
Hispanic Students	49%	54%			52%			44%					67%
Multiracial Students	50%				69%								
White Students	61%	58%			66%			65%					
Economically Disadvantaged Students	43%	46%			46%			39%					71%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	58%	69%	-11%	57%	1%
ELA	4	54%	67%	-13%	56%	-2%
ELA	5	51%	64%	-13%	56%	-5%
Math	3	55%	70%	-15%	63%	-8%
Math	4	44%	69%	-25%	62%	-18%
Math	5	23%	46%	-23%	57%	-34%
Math	6	98%	71%	27%	60%	38%
Science	5	52%	66%	-14%	55%	-3%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Learning gains for the lowest quartile in both ELA (+21) and Math (+20) showed the most improvement this school year. Students benefited from an increased emphasis on small group instruction and a restructured MTSS team/procedures that was able to identify and provide interventions that supported students with gaps in their learning.

Lowest Performance

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

Math proficiency in non-RAMP classes contributed to the Overall Math Achievement scoring the lowest this school year. This was also a drop in score compared to last year. Specifically, the lowest performers continued to be in our non-RAMP 4th and 5th grade classes. While these students continued to make growth that was reflected in learning gains, these students are still working to make the growth needed to reach proficiency.

Greatest Decline

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

The only two areas of decline this school year were Overall Math Achievement (-5) and Science (-13). Both of these can be attributed to 5th grade achievement scores being lower than the previous year. Significant efforts to provide intervention in the classroom supported closing academic gaps, which resulted in learning gains, but was not sufficient to reach the previous year's levels of proficiency.

Greatest Gap

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 when compared to the state average is math achievement - specifically our 4th grade math and 5th grade math non-ramp classes. These classes needed additional intervention to support academic gaps and increased scaffolding to reach grade-level content.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance plays a crucial part in the learning process especially in math. Students who are absent miss critical content that is difficult to learn independently without teacher instruction.

Highest Priorities

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

- Increase student attendance
- Increase math proficiency
- Increase ELA proficiency

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increasing ELA achievement of students in grades 3-5 is a high priority need as it did not increase overall from 23-24 to 24-25 (remained steady at 57%). Focusing on increasing the success of students in this area will reduce achievement gaps and prepare these students for future academic success.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Currently, 57% of our students are proficient in ELA. The goal this year is to increase that proficiency to 67%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome

Amy Barone

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading (promising evidence), systematic Instruction in

Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence) FastForward (promising evidence), and Quick Reads (strong evidence). For students with disabilities who are served in separate classroom environments for the majority of the instructional day, additional curriculum has been included to address reading deficits as needed: Reading Mastery (promising evidence) and Corrective Reading (strong evidence). English Language Learners may also utilize Imagine Learning Language and Literacy (promising evidence) and Imagine Learning Espanol (promising evidence).

Rationale:

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Continual Progress Monitoring of Student Learning

Person Monitoring:

Amy Barone

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students' mastery of standards will be monitored throughout the school year using FAST progress monitoring assessments, iReady diagnostics, UFLI progress monitoring assessments, and classroom performance. Teachers will develop SMART goals for their students based on each student's growth needs to meet the above expectation and will meet weekly in PLC to review data and make instructional decisions. Classroom instruction will be monitored using the district Instructional Practices Walkthrough Tool as a way to determine additional PLC-level or individual professional learning needs.

Action Step #2

Identification and Support of Lowest Quartile

Person Monitoring:

Amy Barone

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will identify students in the lowest quartile as well as those in vulnerable groups at the start of the year and will monitor the growth of these students using formative and summative data. Leadership team will monitor and provide support to students and teachers as barriers to learning are identified.

Action Step #3

Intervention to Increase Achievement**Person Monitoring:**

Amy Barone

By When/Frequency:

6 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The classroom teachers, instructional coach, and intervention teacher will work together to identify students who would benefit from tutorial and/or intervention groups. These programs will allow students to work in a small group targeting specific ELA deficits to help students make their growth goals.

Action Step #4

Prioritize Differentiated Small group Instruction in Reading

Person Monitoring:

Amy Barone

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Steps will be taken to continue supporting small group instruction in Reading during core instruction. Time will be dedicated daily in the 90 minute Reading block for small group instruction. Instructional coaches will provide support for planning and implementation of small groups to PLCs and individuals throughout the school year. Additional professional learning will occur to support implementation in grade 3-5. Walkthroughs focusing on small group routines will provide feedback for teachers and allow instructional coaches and admin to continue to develop targeted learning opportunities for staff.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increasing overall math achievement of all students is a high priority need. Specifically supporting standard-level students in 4th and 5th grade to meet grade-level proficiency will further reduce achievement gaps and prepare these students for future academic success.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Currently, 51% of students are proficient in grade-level math. The goal this year is to increase that to 62% of students proficient.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome

Amy Barone

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Ready Florida BEST Math Instruction, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

Rationale:

All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Continual Progress Monitoring of Student Learning

Person Monitoring:

Amy Barone

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students' mastery of standards will be monitored throughout the school year using FAST progress monitoring assessments, iReady diagnostics, RAMP Benchmark assessments, and classroom performance. Teachers will develop SMART goals for their students based on each student's growth needs to meet the above expectation and will meet weekly in PLC to review data and make instructional decisions. Classroom instruction will be monitored using the district Instructional Practices Walkthrough Tool as a way to determine additional PLC-level or individual professional learning needs.

Action Step #2

Identification and Support of Lowest Quartile

Person Monitoring:

Amy Barone

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will identify students in the lowest quartile as well as those in vulnerable groups at the start of the year and will monitor the growth of these students using formative and summative data. Leadership team will monitor and provide support to students and teachers as barriers to learning are identified.

Action Step #3

Intervention to Increase Achievement

Person Monitoring:

Amy Barone

By When/Frequency:

6 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The classroom teachers, instructional coach, and intervention teacher will work together to identify students who would benefit from tutorial and/or intervention groups. These programs will allow students to work in a small group targeting specific math deficits to help students make their growth goals.

Action Step #4

Support for Math Fluency and Automaticity

Person Monitoring:

Amy Barone

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement FactTactics Math Fluency program in grades 3-5 . This program helps students build understanding of numerical relationships in math facts, increase their fluency, and build the automaticity needed to explore complex math concepts.

Action Step #5

Prioritize Differentiated Small Group Instruction in Math

Person Monitoring:

Amy Barone

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Steps will be taken to continue supporting small group instruction in math during core instruction. Time will be dedicated daily in the 60 minute math block for small group instruction. Instructional coaches will provide support for planning and implementation of small groups to PLCs and individuals throughout the school year. Additional professional learning will occur to support implementation in grades k-5. Walkthroughs focusing on small group routines will provide feedback for teachers and allow instructional coaches and admin to continue to develop targeted learning opportunities for staff.

Area of Focus #3

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each

relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increasing science achievement of students in grades 5 is a high priority need as it decreased overall from 23-24 to 24-25 (from 67% to 54%). Focusing on increasing the success of students in this area will prepare these students for future academic success.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

This school year, we are looking to increase student achievement in science from 54% to 64% proficient.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome

Amy Barone

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

N/A

Rationale:

N/A

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Prioritize Science Instructional Time During Academic Blocks

Person Monitoring:

By When/Frequency:

Amy Barone

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Dedicated time will be designated during the academic block for science to ensure all students receive science instruction daily. This will be monitored through classroom walkthroughs by administration and instructional coaches.

Action Step #2

Support Rigorous, Hands-on Science Instruction

Person Monitoring:

Amy Barone

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Resources will be dedicated to support teacher implementation of hands-on learning experiences in the classroom - including PLC-level professional learning, as well as individual level modeling and coaching. School-based coaches will also partner with District Department of Teaching and Learning Science Support to develop data-driven PLCs and professional learning opportunities for teachers. Strengthening teacher understanding and skills will deepen student experiences and allow the formation of connections that support student learning. This will be monitored through professional learning artifacts and classroom walkthroughs by administration and instructional coaches.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Student attendance is critical for student achievement. If students are not present, or not present for the entire school day, they cannot receive the high-quality learning Bear Lake teachers provide. As schools across the district have seen their daily absence rates increase, Bear Lake has also seen a rise in student absenteeism over the past few years.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 24-25, 22% of students had 15 or more cumulative absences and 28% of students had 10 or more cumulative absences. Our goal is to reduce both of these from 22% to 18% and 28% to 23% respectively.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student absences will be monitored by teachers, leadership team, and the guidance department. Students demonstrating increasing absences will be supported through our MTSS process.

Person responsible for monitoring outcome

Amy Barone

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

Rationale:

MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Increase Student Involvement

Person Monitoring:

Amy Barone

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Staff will continue and build on individual and class level incentive programs for attendance to build excitement for attending school regularly. Student clubs/groups will be leveraged to increase student engagement in incentive programs.

Action Step #2

Build Understanding of Attendance Priority

Person Monitoring:

By When/Frequency:

Amy Barone

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Staff will work to continue to build parent understanding of the importance of regular school attendance by including targeted messaging in the school newsletter using the district messaging system - Parent Square. Staff will engage in a coordinated effort to engage families of absent students and provide support as needed to increase attendance. The School Social worker will train staff on attendance and their role in supporting the attendance team - including - making phone calls after 3rd absence. Leadership team will continue to support truancy team and realign roles in order to support students, teachers, and families in an effort to decrease absences.

Area of Focus #2

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Teacher recruitment is at an all-time low across the country. Because of this, the need to retain highquality teachers is paramount to maintaining and increasing student achievement at the school level.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Currently our 5essentials survey shows that our Collaborative Teachers measure has a score of 37 (weak). Our goal is to increase that measure to at least 60 (strong).

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teacher satisfaction will be monitored using survey data and retention data at end-of-year.

Person responsible for monitoring outcome

Amy Barone

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

N/A

Rationale:**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Promote teacher collective responsibility

Person Monitoring:

Amy Barone

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Focus on Collective Responsibility: Leadership team will work with staff members to build a better understanding of their role in supporting positive student behavior and positive culture, highlighting the interdependency of a positive school climate.

Action Step #2

Support teacher effectiveness

Person Monitoring:

Amy Barone

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will receive high-quality feedback from leadership team and ongoing coaching support from Bear Lake instructional coaches. New teachers will receive additional support through the NEST (New Educator Support Team) activities on campus. District resources will also be utilized to support coaching efforts to increase teacher effectiveness in classroom management and benchmark-aligned instruction.

Action Step #3

Support teacher engagement

Person Monitoring:

Amy Barone

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership team will use individual teacher conferences, exit interviews, and small-group discussions to engage teachers in problem-solving and better understand the roadblocks to teacher engagement/retention. Leadership team will also provide high-quality professional development based on needs in order to inspire teachers to want to remain in the profession, specifically at Bear Lake

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00