Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

www.scps.k12.fl.us

Bear Lake Elementary School

School Improvement Plan 2021-2022

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. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

School Information

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 for academic and social-emotional growth.

Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.

Bear Lake involved parents and the community in developing this plan by surveying parents regarding needs for student success and safety. In addition, members of SAC were involved in helping us determine school needs.

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Bear Lake has a multitude of activities for parental involvement which includes Book Fair "Lunch with a Loved One" and Family Nights, Grade Level - Parent/Student activities, Curriculum Night, Grade Level Parent/student nights, Open House, PTA meetings, SAC meetings, Harvest Day for School Food Pantry, Teach-In, Dividend Breakfast, Monthly Spirit Nights, Runners Club, Robotics Competitions, Fun Run, and Fifth Grade Student/Parent Celebrations.

Supportive Environment

Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)

Bear Lake incorporates Positive Behavior Supports (PBS) for our school-wide expectations. We have developed this positive school culture and environment to include a Student of the Week in each grade level and PAWsitive Paws. The Student of the Week in each grade level is recognized on the WBLE News program. We are using PAWsitive Paws to recognize all students who display school-wide expectations. The Paws can then be turned in at the end of each quarter for various school experiences.

Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Our Bear Lake stakeholders play an important role in helping to promote a positive culture and environment. Staff members and students have the opportunity to recognize each other when they see a school-wide expectation being used. Our school volunteers and families have an opportunity to become familiar with our school-wide expectations and help celebrate those students who are meeting those expectations through the collection of our PAWsitive Paws.

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.

Bear Lake Elementary ensures all social-emotional needs are met by promoting our Positive Behavior System and Star Bears. In addition, students can be a part of peer social groups, mentoring, and individual counseling with the School Counselor, Mental Health Counselor and Behavior Specialist, as well as, facilitate access for private counseling for students at the school site.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Kristen Ramkissoon	Principal	kristen_ramkissoon@scps.k12.fl.us	Overseeing the daily operations of the school.
Michelle Ortiz	Assistant Principal	michelle_ortiz@scps.k12.fl.us	Assisting in the overseeing of the daily operations of the school.
Tracy Krajewski	Assistant Principal	tracy_krajewski@scps.k12.fl.us	Assisting in the overseeing of the daily operations of the school.
Emmanuel "EJ" Burt	Behavior Teacher	burtez@scps.k12.fl.us	Student discipline and PBS
Nicole Ayala	School Counselor	ayalanl@scps.k12.fl.us	Student skill groups, discipline support, SST
Shannon McCarthy	Instructional Coach	mccartsd@scps.k12.fl.us	Coaching cycle with teachers, best teaching practices

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Kristen Ramkissoon	Principal	kristen_ramkissoon@scps.k12.fl.us	Collaborate with members of the team to implement and promote literacy throughout the grade levels.
Tracy Krajewski	Assistant Principal	tracy_krajewski@scps.k12.fl.us	Collaborate with members of the team to implement and promote literacy throughout the grade levels.
Michelle Ortiz	Assistant Principal	michelle_ortiz@scps.k12.fl.us	Collaborate with members of the team to implement and promote literacy throughout the grade levels.
Shannon McCarthy	Reading Coach	mccartsd@scps.k12.fl.us	Collaborate with members of the team to implement and promote literacy throughout the grade levels.

Student Transition and Readiness

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

The annual "Teach-In" provides an opportunity for local business people to come in and talk with students about their individual fields. Local businesses include: law enforcement, hospitality, dentistry, technology, and insurance agents. These types of events allow students to see a large sampling of the types of careers available in the futures, and lends itself to fostering conversations about their future.

Identify the career and technical education programs available to students and industry or community organizations.

Students are able to participate in Robotics. Computer Coding is available for all students to participate in, as well.

Elementary Essential Instructional Priorities

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

A.   Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
B.   Ongoing feedback loop between leadership and teacher, students and teachers and student with students
C.   PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

ELA			Math			Science		
Indicators (Actual)	Strategic Plan	Target	Indicators (Actual)	Strategic Plan	Target	Indicators	Strategic Plan	Target
Achievement	B.1.1	95	Achievement	B.1.1	95	Achievement	B.1.1	95
Learning Gains	B.1.1	95	Learning Gains	B.1.1	95	Achievement for sub group: Black	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95	Learning Gains of the Low 25%	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95	Learning Gains for High 1 levels	B.1.1	95	Achievement for sub group: White	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95	Learning Gains for High 2 levels	B.1.1	95	Achievement for sub group: Mul	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95	Learning Gains for Low 3 levels	B.1.1	95	Achievement for sub group: SWD	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95	Learning Gains for sub group: Black	B.1.1	95	Achievement for sub group: FRL	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95	Learning Gains for sub group: Hispanic	B.1.1	95	Achievement for sub group: ELL	B.1.1	95
Learning Gains for sub group: White	B.1.1	95	Learning Gains for sub group: White	B.1.1	95			
Learning Gains for sub group: Mul	B.1.1	95	Learning Gains for sub group: Mul	B.1.1	95			
Learning Gains for sub group: SWD	B.1.1	95	Learning Gains for sub group: SWD	B.1.1	95			
Learning Gains for sub group: FRL	B.1.1	95	Learning Gains for sub group: FRL	B.1.1	95			
Learning Gains for sub group: ELL	B.1.1	95	Learning Gains for sub group: ELL	B.1.1	95			
Achievement for sub group: Black	B.1.1	95	Achievement for sub group: Black	B.1.1	95			
Achievement for sub group: Hispanic	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95			
Achievement for sub group: White	B.1.1	95	Achievement for sub group: White	B.1.1	95			
Achievement for sub group: Mul	B.1.1	95	Achievement for sub group: Mul	B.1.1	95			
Achievement for sub group: SWD	B.1.1	95	Achievement for sub group: SWD	B.1.1	95			
Achievement for sub group: FRL	B.1.1	95	Achievement for sub group: FRL	B.1.1	95			
Achievement for sub group: ELL	B.1.1	95	Achievement for sub group: ELL	B.1.1	95			
ELA iReady achieving growth target (K-5)	B.2.3	95	Math iReady achieving growth target (K-5)	B.2.3	95			
ELA iReady at or above grade level (K-5)	B.2.3	95	Math iReady at or above grade level (K-5)	B.2.3	95			

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	70
5E Ambitious Instruction	B.1.1	70
5E Collaborative Teachers	B.1.1	70

Essential Instructional Priority 1 – Quality Instruction

Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students maintain and update Data Notebooks in which they track their progress on: a. I-Ready b. Reading Counts c. Class Assessments d. Various Skills (sight words, math fact fluency, etc.)	Administration Teachers Students	May 2022	N	Ongoing throughout the year.	I-Ready diagnostic growth, Student Data Notebooks, PLC discussions, 1:1 student data chats
In walkthroughs and observations, administrators will conduct a brief data chat with students, check their notebooks, discuss targets and goals, help celebrate successes, and help to motivate students.	Administration Teachers Students	May 2022	N	Ongoing throughout the year	Notebooks during walkthroughs, PLC discussions, increase in students I-Ready scores, 1:1 student data chats
License to Multiply - tracking system for students in grades 3-5 related to multiplication fluency.	Administration, Teachers, Students	May 2022	Y	Ongoing throughout the year	Students will earn their Driver's Permit and eventually their Driver's License as they become fluent with their multiplication facts.

Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Create and compile a school-wide Data Tracking sheet/system that includes, but is not limited to: a. I-Ready diagnostic data b. DRA data c. PASI/PSI data d. Sight words	Administration MTSS Team Teachers	May 2022	Y	6-8 week cycle. It will be updated when progress monitoring data is available.	FSA results MTSS Support Tutorial Support Differentiation of instruction within the classroom
Complete student data cards that will be used to help guide our decisions during WIN (intervention).	Teachers Instructional Coach Administration	May 2022	N	Approx. every 6 weeks	FSA results I-Ready growth Formative assessment data
Review students progress in MTSS meetings	Teachers Administration Instructional Coach	May 2022	Y	Approx. every 6 weeks	FSA results I-Ready growth Formative assessment data
Monitor weekly I-Ready Usage Reports, recognizing classes that meet the pass rate and time goals and offering support to those classes that do not meet the expectations.	Teachers Administration Instructional Coach	May 2022	Y	Weekly	FSA results I-Ready growth Formative assessment data
Improve standards based instruction during tier 1 (core) instruction.	Teachers, Administration, Instructional Coach	May 2022	Y	Twice a month during scheduled PD	FSA results

High Level 1 and 2 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students will be placed on a "watch list" and will be monitored by teachers and Leadership Team members. Teachers and administration will check in with these students by: reviewing their data notebooks and academic progress, and providing encouragement and motivation.	Teachers, Administration and Leadership Team	May 2022	N	Monthly	FSA results - overall achievement and learning gains
Students will receive interventions on deficit skill(s) from the teacher and interventionist. Progress will be tracked on an Intervention Log.	Teachers, Intervention Teacher, Instructional Coach, Administration	May 2022	N	Weekly	Formative assessments; pre & post assessments
PLC Meetings - review of comprehension assessments, FPMA, math unit tests, and I-Ready lesson pass rates	Teachers, Instructional Coach, Administration	May 2022	Y	Weekly - according to instructional plans	Unit Tests: FSA math results FSA Writing results; pre & post assessment; FPMA scores Formative ELA assessments; pre & post assessments

Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students will be placed on a "watch list" and monitored by teachers and Leadership Team members. Teachers and Leadership Team members will check in with these students to review data notebooks, check progress, provide encouragement, help set goals, and provide motivation.	Teachers, Leadership Team Members	May 2022	N	Monthly	FSA results - both achievement level and learning gains
Students will receive enrichment for specific skills during WIN (intervention).	Teachers, Instructional Coach, Administration	May 2022	N	Weekly	FSA results formative assessments; pre & post assessments
PLC Meetings - review of comprehension assessments, math unit tests, FPMA performance, and I-Ready lesson pass rates	Teachers, Instructional Coach, Administration	May 2022	Y	Weekly or when appropriate according to instructional plans	Unit tests; FSA Math results ELA Formative assessments; FSA results FSA Writing results and FPMA scores

Tutorial Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
After school tutorial focusing on ELA and Math foundational skills	Teachers Instructional Coach Administration	May 2022	N	Weekly for 6 week period of time, once per semester	FSA math results Formative assessments; pre & post assessments
After school writing tutorial based on FPMA performance	Teachers Instructional Coach Administration	April 2022	Y	Weekly for a 6 week period of time	FSA Writing results pre& post assessments FPMA scores

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

A.   Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
B.   Development of a student-centered culture
C.   Continued focus on campus safety and building a culture of respect
D.   Sharing collective responsibility for the success of all students in the school

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	70
SCPS Safety	D.1	10
5E_SE_Academic Personalism	D.3	70

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	70
5E_CT_Collective Responsibility	B.1.1	70
Students with 10+ Absences	D.2	25

Essential Instructional Priority 2 – Conditions for Learning

Attendance Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
School Counselor will use EdInsight to monitor attendance; complete referrals to School Social Worker	School Counselor	May 2022	N	Monthly	Attendance data in May 2022

Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Hard/Safe Corners in Classrooms	Students stated that they were unsure about where the hard/safe corners were in each classroom space. We will work together with the SRD to clearly mark these areas and train students on where they are at and the purpose of them.	SRD, Administration, Teachers	May 2022	Y	Quarterly	Survey and observation during drills

Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
PBS student experiences Students will have the opportunity at the end of each quarter to spend their earned PAWsitive Paws on experiences within the school. These experiences include: lunch with an administrator or SRD, a positive phone call home from an administrator, reading to an administrator, etc.	School staff and students	May 2022	Y	End of each quarter	Through a survey after the experience, students will report that they have built a positive relationship with the staff member.

Additional Items Action Plan

Topic	Strategy/Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Building a culture of respect	Social Skills Groups - school counselor will meet with teacher recommended students in KG-5 on various social skill strategies	School Counselor Teachers	May 2022	N	Quarterly	MTSS data, review of skill group data, decrease in referrals dealing with disrespect

Elementary Essential Instructional Priority 3 – Skills for Future Ready Graduates

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments.

A. Demonstrate a growth mindset with high expectations for all learners.
B. Provide opportunities for students to collaborate and develop personal and social responsibility.
C. Develop expectations for success in college and careers for all students.

	Strategic Plan	Target
AO students enrolled in an advanced academic experience: Black	B.2.7	100
AO students enrolled in an advanced academic experience: Hispanic	B.2.7	100
AO students enrolled in an advanced academic experience: ELL	B.2.7	100
Digital Tools Earned	C.3	95

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students will be placed in PRIMES courses and monitored for success	Administration Teachers	Quarterly on report cards	N	quarterly	80% or more of the AO students in the RPIMES classes will earn a C or higher in PRIMES Math class
Under represented students will have an opportunity to participate in Talent Development	Teachers Gifted Resource Teachers Administration	Quarterly	N	Quarterly	Resource teacher who provides Talent Development instruction will provide feedback to classroom teacher on students progress
Student participation in National Elementary Honor Society	Teachers Administration	May 2022	N	Ongoing throughout the year	Increased student engagement in school and the community (attendance, behavior, academics)

Increasing the Number of Digital Tools Earned Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students in 5th grade will have the opportunity to earn digital tool certifications due to their use of coding opportunities.	Teachers, Administration, Students	May 2022	Y	Ongoing	We will increase the number of students earning digital certifications by 5%

Every Student Succeeds Act Instructional Priorities

The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

See data points in Quality Instruction for the subgroups listed below.

School has a subgroup scoring below 42% on the FPPI

Yes

Finding(s):

Students with disabilities

Action Plan

1st Finding

Students with disabilities

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Student owned progress monitoring. Our 3rd- 5th grade SWD students will be assigned a mentor. Mentors will work with students to set FSA goals and check in on progress towards these goals monthly.	Teachers and Administration	May 2022	Y	Monthly	FSA scores I Ready Growth
During school and after school tutorial focusing on foundational reading and math skills	Teachers, Administration, Instructional Coach	April 2022	N	Quarterly	Formative Assessments, pre & post assessments

How will your school's culture and environment be monitored through the lens of behavior or discipline data?

Bear Lake Elementary will meet monthly with out PBS Team to review behavior/discipline infractions. If adjustments need to be made to our procedures, we will work with the team to make adjustments.

Best Practices for Inclusive Education (BPIE)

A.   Supports implementation of improved inclusive practices for students with disabilities
B.   Designed to identify priority needs and organize resources
C.   Supports development of short and long term improvement strategies
D.   Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

School data reflect that all SWDs, regardless of the type or severity of disability, receive their education and related services in age-and grade appropriate, heterogeneous, general education contexts 80% or more of the day.	Partially Almost
An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.	Partially Almost
General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.	Partially Almost

Indicator 1

School data reflect that all SWDs, regardless of the type or severity of disability, receive their education and related services in age-and grade appropriate, heterogeneous, general education contexts 80% or more of the day.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
All SWDs including those with significant disabilities, will be scheduled into the general education classes 80% or more the day.	Admin, ESE teachers	May 2022	N	Ongoing	Master schedule

Indicator 2

An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
The MTSS team will meet every Friday and every other Monday to use a collaborative problem-solving process to identify appropriate instructional and behavioral interventions.	admin, teachers, instructional coach, behavior teacher, guidance counselor, social worker, school psychologist.	May 2022	N	Weekly	MTSS schedule, minutes of meetings, EdInsight reports

Indicator 3

General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Administrators will provide ongoing support to assist collaborative teachers in identifying, clarifying and developing their roles and responsibilities.	Admin	May 2022	N	Ongoing	classroom observations and walkthroughs reports from iObservation
Structured collaboration through PLCs will be conducted on a weekly basis to allow teachers to analyze student data,create rigorous standards-based lesson plans, and provide appropriate enrichment and remediation.	Reading coach, teachers, admin	May 2022	N	Weekly	PLC meeting minutes, Lesson Plans, Student Data

Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
I-Ready work sessions	#1	one time per month	I-Ready lesson pass rates, online instruction, teacher-led lessons	KG-5 teachers, ESE teachers, ESOL teachers	65	Instructional Coach, Administration
MTSS	#1	Overview Aug. 2021 and 6 week cycle throughout school year	ELA, Math, Interventions	KG-5 teachers	55	Administration Instructional Coach
High Yield Instructional Strategies	#1	1-2 times per month	Rigorous instruction	KG-5 teachers, specials area teachers, ESE and ESOL teachers	70	Administration and Instructional Coach
ELA Writing Support	#1	every 6 weeks	ELA Framework support	PLC (4th & 5th grade) ELA teachers, ESE	25	DTL Teacher on Assignment, Administration, Instructional Coach
License to Multiply	#1	Aug. 30, 2021 and ongoing check ins throughout the year	Students will increase their multiplication fact fluency	3rd-4th grade Math teachers	25	Administration, Instructional coach

PBS Student Experiences	#2	August 2021	Teachers will be able to speak to their students about our PBS initiative of PAWsitive Paws, how to earn the Paws, and what experiences they can earn with the Paws.	All Staff	100	Administration, PBS Committee Members
Hard/Safe Corners in Classrooms	#2	Quarterly	Students will become more comfortable with the location and identification of the hard/safe corner in classrooms as evidenced by end of the year survey data.	All Staff	100	School Resource Deputy, Administration
Student Digital Certification	#3	October 2021	The number of students earning digital certifications will increase by 5%	5th grade teachers	4	Administration