Seminole County Public Schools

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes necessary to be successful in adult life.

Bear Lake Elementary School

School Improvement Plan 2012-2013

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EVALUATION OF SCHOOL IMPROVEMENT PLAN
2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		74.8%	2.9%	77.7%	73.0%	N
High standards Level 4+		46.7%	4.4%	51.1%	46.9%	N
Proficiency Level 3+ in AYP subgroups						
	White	78.6%	2.9%	81.5%	79.0%	N
	Black	52.1%	8.0%	60.1%	48.1%	N
	Hispanic	69%	2.8%	71.8%	67.8%	N
	ELL	42.9%	5.6%	48.5%	51.6%	Y
	SWD	70.3%	1.5%	71.8%	65.5%	N
	ED	65.8%	3.1%	68.9%	63.2%	Y
Learning Gains		74.4%	4.6%	79%	69.0%	Y
Lowest 25% making Learning Gains		64.4%	5.6%	70%	64.4%	N
Learning Gains Levels 4/5		66.7%	5.3%	72%	91.0%	Y
Learning Gains in AYP subgroups						
	White	79.4%	3.6%	83%	69.6%	N
	Black	71.9%	3.1%	75%	61.1%	N
	Hispanic	74.5%	4.6%	79%	68.9%	N
	ELL	63.6%	4.9%	64%	72.2%	Y
	SWD	71.4%	4.6%	76%	68.4%	N
	ED	77.3%	4.7%	82%	64.3%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		72.6%	3.1%	75.7%	72.4%	N
High standards Level 4+		42.6%	4.3%	46.9%	42.2%	N
Proficiency Level 3+ in AYP subgroups						
	White	77%	3.5%	80.5%	77.0%	N
	Black	50%	5.0%	55%	57.4%	Y
	Hispanic	64.1%	4.4%	68.5%	65.3%	N
	ELL	42.2%	4.1%	46.3%	54.8%	Y
	SWD	66.9%	1.5%	68.4%	69.1%	Y
	ED	61.1%	4.4%	65.5%	62.0%	N
Learning Gains		68%	6.0%	74%	71.1%	N
Lowest 25% making Learning Gains		74.4%	4.6%	79%	63.4%	N

		50%	10%	60%	88.6%	Y
Learning Gains Levels 4/5		50%	10%	60%	88.6%	Y
Learning Gains in AYP subgroups						
	White	64.9%	5.1%	70%	73.2%	Y
	Black	71.9%	3.1%	75%	58.3%	N
	Hispanic	67.5%	4.5%	72%	68.9%	N
	ELL	68.2%	4.8%	73%	77.8%	Y
	SWD	66.1%	3.95%	70%	77.2%	Y
	ED	66%	4.0%	70%	63.2%	N

Writing Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Score		82.7%	2.3%	85%	79.9%	N
High standards Score 6.0		2.5%	7.5%	10%	0.0%	N
Proficiency Score in AYP subgroups						
	White	79.8%	4.2%	84%	78.9%	N
	Black	86.7%	3.3%	90%	76.5%	N
	Hispanic	90%	3.0%	93%	82.5%	N
	ELL	80%	4.0%	84%	30.0%	N
	SWD	66.7%	3.3%	70%	83.3%	Y
	ED	87.1%	2.9%	90%	73.3%	N
High standards Score 6.0 in AYP subgroups						
	White	4.0%	8%	12%	0.0%	N
	Black	0.0%	5%	5%	0.0%	N
	Hispanic	0.0%	5%	5%	0.0%	N
	ELL	0.0%	5%	5%	0.0%	N
	SWD	0.0%	5%	5%	0.0%	N
	ED	0.0%	5%	5%	0.0%	N

Science Goals (ES and MS accountability groups)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		72.4%	3.6%	76%	63.4%	N
High standards Level 4+		30.1%	7.9%	38%	27.3%	N
Proficiency Level 3+in AYP subgroups						
	White	86.3%	3.7%	90%	67.9%	N
	Black	31.3%	8.7%	40%	45.0%	Y
	Hispanic	63.8%	6.2%	70%	54.3%	N
	ELL	54.5%	5.5%	60%	60.0%	Y
	SWD	66.7%	5.3%	72%	60.0%	N
	ED	56.9%	5.1%	62%	50.0%	N
High standards Level 4+ in AYP subgroups					27.3%	
	White	36.3%	5.7%	42%	34 / 106	N

	Black	12.5%	4.5%	17%	1 / 20	N
	Hispanic	21.3%	5.7%	27%	8 / 35	N
	ELL	9.1%	5.9%	15%	1 / 5	Y
	SWD	22.2%	7.8%	30%	15 / 40	Y
	ED	18.1%	6.9%	25%	13 / 86	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	26%	14%	40%	57.8%	Y
Performance in advanced coursework	95%	2%	97%	100.0%	Y

Discipline Goals	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Hispanic Students	13%	-3%	10%	10.6%	N
Out-of-school suspensions (unduplicated) Subgroup: Hispanic Students	0	0	0	0	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	98.8%	.2%	99%	98.8%	N
At-Risk students graduating or advancing with age-level peers	98.6%	.4%	99%	98.6%	N

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: Hispanic in Chorus	23%	+5	20	15	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Increase student access to digital tools by providing 100% of our teachers with a technology tool such as a Mobi, interactive white board or Elmo.	90%	+5%	95%	90%	N

Goal Summary
Number of Goals Met: <u>25</u>
Number Not Met: <u>53</u>
Number Partially Met: <u>0</u>

READING GOALS

Reading Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading

Reading Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the

> **2013 FCAT 2.0 Reading**

Reading Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Reading

Reading Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Reading

Reading Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Reading

Reading Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Reading

Reading Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Reading

Reading Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Reading

Reading Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		73.0%	375 / 514	+3%	76%
2. Proficiency Level 3.0+ in subgroups:					82 %
	White	79.0%	230 / 291	+3%	51.1%
	Black	48.1%	26 / 54	+3%	70.8%
	Hispanic	67.8%	80 / 118	+3%	54.6%
	ELL	51.6%	16 / 31	+3%	68.5%
	SWD	65.5%	72 / 110	+3%	66.2%
	ED	63.2%	163 / 258	+3%	49.9%
3. High Standards Level 4.0+		46.9%	241 / 514	+3%	72%
4. Learning Gains		69.0%	236 / 342	+3%	67.4%
5. Lowest 25% Making Learning Gains		64.4%	56 / 87	+3%	
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		33.3%	52 / 342	+3%	33.3%
7. Learning Gains Levels 4/5		91.0%	142 / 156	+3%	94%
8. Learning Gains in subgroups:					
	White	69.6%	135 / 194	+3%	72.6%
	Black	61.1%	22 / 36	+3%	64.1%
	Hispanic	68.9%	51 / 74	+3%	71.9%
	ELL	72.2%	13 / 18	+3%	75.2%
	SWD	68.4%	54 / 79	+3%	71.4%
	ED	64.3%	110 / 171	+3%	67.3%

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Reinforce the use of differentiated instruction, cooperative learning structures and technology	Goals 1 – 7	Teacher expectation of students	Adm, Reading Coach, Teachers	Every 12 weeks and End of Year	DEA, SRI, Dibels	im, st, tech
Walk to Intervention Model providing intervention/enrichment	Goals 1 – 7	Prerequisite skills and background	Adm, Reading Coach, Teachers	Every 12 weeks, end of year and monthly assessments	DEA, SRI, Progress Monitoring	im, st, t
Intensive Tier II and III reading intervention for K – 5	Goals 3, 4, 5, 7	Attendance of Para – Pros (Interventionists)	Adm, Reading Coach, Interventions	Every 12 weeks, end of year and monthly assessments	DEA, SRI, Progress Monitoring	im, or, st
Analyze our FCAT, Discovery Education Assessment and SRI data through our reading PLC to monitor learning gains throughout the year	Goals 1 – 7	Accurately identifying weaknesses	Adm, Reading Coach, Teachers	Every 12 weeks, end of year and monthly assessments	DEA FCAT, SRI, Progress Monitoring	im, st, tech
Focus on regression in our 4th and 5th grade FCAT scores in reading	Goals 1 – 7		Adm, Reading Coach, Teachers	Every 12 weeks, end of year and monthly assessments	DEA, FCAT, SRI, Progress Monitoring	b, im st, tech
Afterschool tutorial and morning lab will be provided for students in the lowest 25% for extra assistance in reading. Also, reading coaches will organize and implement small group instruction to remediate students who demonstrate weakness in a particular reading skill.	Goals 5, 7	Identifying areas of student weakness	Adm, Reading Coach, Teachers	Monthly through teacher created mini assessments or DRA	DEA, SRI and teacher created assessments to monitor understanding	b, st, im

RESOURCES: Budget (b)   Instructional Materials (im)   Other Resources (or)   Staffing (st)   Student Support Service (sss)   Technology (tech)   Title I,II,III (TI, TII, TIII)   Training (t)

*For the "C" schools only a mid-year data analysis will be submitted as an addendum.

Math Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Math
Math Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Math
Math Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Math
Math Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Math
Math Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Math
Math Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Math
Math Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Math
Math Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Math

Math Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		72.4%	372 / 514	+3%	75.4%
2. Proficiency Level 3.0+ in subgroups:					
	White	77.0%	224 / 291	+3%	80%
	Black	57.4%	31 / 54	+3%	60.4%
	Hispanic	65.3%	77 / 118	+3%	68.3%
	ELL	54.8%	17 / 31	+3%	57.8%
	SWD	69.1%	76 / 110	+3%	72.1%
	ED	62.0%	160 / 258	+3%	65%
3. High Standards Level 4.0+		42.2%	217 / 514	+3%	45.2%
4. Learning Gains		71.1%	243 / 342	+3%	74.1%
5. Lowest 25% Making Learning Gains		63.4%	59 / 93	+3%	66.4%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		37.6%	56 / 342	+3%	40.6%
7. Learning Gains Levels 4/5		88.6%	132 / 149	+3%	91.6%
8. Learning Gains in subgroups:					
	White	73.2%	142 / 194	+3%	76.2%
	Black	58.3%	21 / 36	+3%	61.3%
	Hispanic	68.9%	51 / 74	+3%	71.9%
	ELL	77.8%	14 / 18	+3%	80.8%
	SWD	77.2%	61 / 79	+3%	80.2%
	ED	63.2%	108 / 171	+3%	66.2%

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Analyze Discovery Education Assessment, FCAT and Benchmark assessment to plan instruction	Goals 1 – 7	Background knowledge	Adm, teachers	Baseline and mid-year	Go Math assessments, Math DEA, FCAT	st, im, or, tech
Provide differentiated instruction at all grade levels.	Goals 1 – 7	Lack of rigor	Adm, teachers	On going, baseline and mid-year	Go Math assessments, Math DEA's	im, tech, st
Focus on regression in our 4th and 5th grade FCAT sores in math adding 4th grade PRIMES	Goals 1 – 7	Lack of higher order thinking skills	Adm. teachers	On –going , baseline, and mid-year	Go Math assessments, Math DEA's, FCAT	b, im, st tech
Utilize our grade level math PLC's to discuss and plan instruction based on data	Goals 1 – 7	Identifying areas of weakness in students	Adm, teachers	On-going, baseline and mid-year	Go Math assessments, Math DEA's, FCAT	im, st, sss,
Establish after school tutorial twice a week for students who are in the lowest 25% to strengthen math skills.	Goals 1-7	Lack or rigor, transportation	Adm, teachers	Ongoing	Progress monitored through Success Maker Labs and teacher created assessments	Tech, st, im,
Provide small group instruction for students who need extra instruction in a pre-identified skill.	Goals 3-7	Identifying areas of student weakness	Adm, teachers	Ongoing	Teachers will continuously monitor small group progress through DEA, Chapter Assessments	im, st,
Utilize Grab and Go Kits and Online Resources during math block in all grade levels.	Goals 1-7	Lack of prerequisite skills	Adm, teachers	Weekly	Teachers will assess students through formal and informal assessments	im, tech, t

RESOURCES: Budget (b)   Instructional Materials (im)   Other Resources (or)   Staffing (st)   Student Support Service (sss)   Technology (tech)   Title I,II,III (TI, TII, TIII)   Training (t

WRITING GOALS

Aligned with Strategic Plan System Initiative B

Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2013 FCAT Writing
Writing Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Score 4.0+) on the 2013 FCAT Writing
Writing Goal #3: To increase the percent of accountability group students achieving high standards (Score 6.0) on the 2013 FCAT Writing
Writing Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Score 6.0) on the 2013 FCAT Writing

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		79.9%	131 / 164	+3%	82.9%
2. Proficiency Score 3.0+ in subgroups:					
	White	78.9%	71 / 90	+3%	81.9%
	Black	76.5%	13 / 17	+3%	79.5%
	Hispanic	82.5%	33 / 40	+3%	85.5%
	ELL	30.0%	3 / 10	+3%	33%
	SWD	83.3%	30 / 36	+3%	86.3%
	ED	73.3%	63 / 86	+3%	76.3%
3. High Standards Score 6.0		0.0%	0 / 164	+3%	3.0%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 90	+3%	3.0%
	Black	0.0%	0 / 17	+3%	3.0%
	Hispanic	0.0%	0 / 40	+3%	3.0%
	ELL	0.0%	0 / 10	+3%	3.0%
	SWD	0.0%	0 / 36	+3%	3.0%
	ED	0.0%	0 / 86	+3%	3.0%

*The writing proficiency level for 2011-12 was changed from 4.0 to 3.0 by the Florida DOE. The 2012-13 will be adjusted upon new State Board ruling.

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Conduct monthly writing prompt practice sessions in the 3rd and 4th grade.	Writing Goals 1, 2, 3, 4	Student readiness	3rd and 4th grade teachers	Monthly	Writing Prompts	im, st
Complete scheduled District Writing DAs in all grades	Goals 1 – 4	All teachers	Baseline, mid-year, end of year	Writing DAs	im, st	Complete scheduled District Writing DAs in all grades
Conduct monthly 3rd and 4th grade PLC meetings to analyze writing prompt results and scoring, share strategies, etc.	Goals 1 – 4	Meeting time	3rd and 4 grade teachers	Monthly	Writing Prompts	st
Provide 30 minute writing intervention sessions for low performing 4th grade students	Goals 1 – 4	Staff available to provide instruction	Interventionists	Baseline, mid-year, end of year	Writing Prompts	im, st
Continue training teachers on effective writing instruction with special emphasis on the 2013 FCAT writing scoring changes.	Goals 1 – 4	Time for personnel to conduct training	District and school writing experts	Once per grading period	DEAs , FCAT	st
Utilize authentic literature through 6+1 Traits of Writing modeling with picture books to enhance writing instruction.	Goals 1-4	Background Knowledge	Teachers, Admin	Ongoing	Writing DEA, multiple classroom assignments	im, t

RESOURCES: Budget (b)   Instructional Materials (im)   Other Resources (or)   Staffing (st)   Student Support Service (sss)   Technology (tech)   Title I,II,III (TI, TII, TIII)   Training (t)

Science Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science

Science Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science

Science Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science

Science Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science

Science Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		63.4%	116 / 183	+3%	66.4%
2. Proficiency Score 3.0+ in subgroups:					
	White	67.9%	72 / 106	+3%	70.9%
	Black	45.0%	9 / 20	+3%	48%
	Hispanic	54.3%	19 / 35	+3%	57.3%
	ELL	60.0%	3 / 5	+3%	63%
	SWD	60.0%	24 / 40	+3%	63%
	ED	50.0%	43 / 86	+3%	53%
3. High Standards Score 4.0+		27.3%	50 / 183	+3%	30.3%
4. High Standards Score 4.0+ in subgroups:					
	White	32.1%	34 / 106	+3%	35.1%
	Black	5.0%	1 / 20	+3%	53%
	Hispanic	22.9%	8 / 35	+3%	25.9%
	ELL	20.0%	1 / 5	+3%	23%
	SWD	37.5%	15 / 40	+3%	40.5%
	ED	15.1%	13 / 86	+3%	18.1%

Action Plan

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Review 3rd and 4th grade science benchmarks that will be assessed on the 5th Grade Science FCAT.	Science Goals 1, 2, 3, 4	Adequate instructional time	5th grade teachers	Baseline and mid-year	Science Fusion assessments, Science DEAs , FCAT	im, st, t
Conduct Professional Development opportunities for Primary and Intermediate district trained school representatives.	Goals 1 – 4	Primary and Intermediate Science Teachers,	Ongoing	Science Fusion assessments	Implementation of the recently adopted science curriculum	im, st, tech
Conduct Professional Development on Science FCAT 2.0.	Goals 1 – 4	District Personnel	Mid-year	Science DAs , FCAT	Conduct Professional Development on Science FCAT 2.0.	im, st, t
Conduct Professional Development on Primary Science benchmarks.	Goals 1 – 4	District Personnel	Mid-year	Science DAs	Conduct Professional Development on Primary Science benchmarks	im, st, tech
Encourage participation in the Super Scientist program.	Goals 1 – 4	Parent/ Dividend Volunteers	Mid-year, End of year	Administrators will seek feedback from teachers, students and parents	Encourage participation in the Super Scientist program.	im, st,
Utilize high interest nonfiction books and periodicals during instruction.	Goals 1-4	Lack of background knowledge	Teachers	Ongoing	DEA and classroom assessments	im
Utilize Discovery Education-Online, United Streaming and Brain Pop, Resources to enhance classroom instruction.	Goals 1-4	Lack of student engagement	Teacher, Admin	Daily	Classroom monitoring by teacher and admin to check for student engagement	Tech, im, t
Demonstrate science skills through Hands On Labs; providing students the opportunity to be involved in the lesson.	Goals 3, 4	Lack of higher order thinking	Teachers, Admin	Ongoing	DEA, FCAT	t, im, or

ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

Advanced Coursework Goal #1: To increase the percent of students "participating" in advanced coursework
Advanced Coursework Goal #2: To increase the percent of students "performance" in advanced coursework

Elementary School: Middle School level coursework
Middle School: High school level coursework
High School: Accelerated Coursework: (HS Accountability formula)

Advanced Coursework Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Level of Participation	57.8%	37/64	+3%	60.8%
2. Level of Performance	100.0%	37/37	0	100%

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Analyze data to determine student eligibility for and placement in advanced courses such as 4th and 5th grade PRIMES	1205020	Limited class availability	Administration	Annually following release of FCAT results	FCAT	st
Communicate with parents regarding Advanced Placement Course and Virtual School options.		Limited understanding and knowledge of FVS courses	Administration	Annually following release of FCAT results	FCAT, Enrollment data	st
Provide enrichment activities within the general education classes.		Appropriate supplemental resources	Classroom Teachers	Trimester	FCAT, Math DEAs , Go Math Assessments	im, st, te
Increase screening of students for Gifted and Talented Programs		Screening process timeframe	Guidance Counselor	NA	Gifted Screeners	st, ss
Provide multiple opportunities for parent involvement activities throughout the school year.	Goal 1-2	Identifying areas of student weakness	Teachers	Ongoing	Communicating with parents when students struggle with accelerated work	st

Provide Talent Development in the area of math for students who are performing at a high level academically. Also, we will offer students the opportunity to participate in Robotics to enhance creative thinking and math skills.	Goal 1-2	Lack of rigor	Teachers, Admin, Math Coach	Ongoing	Student performance on classroom and district assessments. Robotics final product.	st

DISCIPLINE GOALS

Discipline Goal #1: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving disciplinary referrals (duplicated)
Discipline Goal #2: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving an out-of-school suspension (unduplicated)

*Each school should have at least one discipline goal for referrals and one goal for out-of-school suspensions. Additional goals may be added as needed.

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	Black	49%	20%
2. Out-of-school suspensions (unduplicated)	Black	50%	20%

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Positive Behavioral Support (PBS) Program (MTSS Tier I)	1 and 2	None	Behavioral Resource Teacher, Staff	Ongoing and quarterly	Quarterly PBS Data Results	TI, or,
Tier II Individual Targeted Behavior Plans, As Needed (MTSS Tier II)	1 and 2	None	Classroom Teacher, Behavioral Resource Teacher, Parent, Student	Daily by teacher and parent and upon completion of each cycle of the plan by Behavioral Resource teacher.	Daily point sheets and reward system	TII, st, t
Functional Behavioral Assessments/Behavior Intervention Plans (MTSS Tier III) Intensive intervention.	1 and 2	None	Teacher, Guidance Counselor, School Psychologist	Daily by teacher and parent and upon completion of each cycle of the plan by Behavioral Resource teacher.	Daily point sheets and reward system	TIII, st, t, im
Meet with PBS committee to modify and refine Bear Lake's Positive Behavior Support System for the 2012-2013 school year.	1-2	Lack of participation	Teachers, Students, Admin	Daily	Reviewing expectations and procedures	t, st
Train students in the common expectations for all at Bear Lake Elementary through daily lessons and guidance general grade level assemblies.	1-2	Teacher Expectations of Students	All Staff Members	Daily	Staff will constantly enforce proper procedures and expectations	st, t
Increase parent communication through new modified 3-part student discipline form.	1-2	Lack of parent involvement	Teachers, Admin	Continuous	Every attempt will be made to contact the parent when necessary	st, t

Continue to host monthly PBS guidance assemblies to reinforce school expectations; Be Safe, Be Accepting, Be Honest, Be Respectful and Strive for Growth.	1-2	Lack of student engagement	Guidance Counselors	Monthly	Guidance will continue to communicate with teachers and focus on areas of concern	st

On-time Promotion Goal #1: To increase the percent of students advancing with their age-level peers
At-Risk Promotion Goal #2: To increase the percent of At-Risk students advancing with their age-level peers

Elementary School: Percent of students non-retained in all grades
Middle School: Percent of students non-retained in all grades

Elementary School: Percent of At-Risk students (qualify for Free or Reduced Lunch) retained in all grades
Middle School: Percent of At-Risk students (qualify for Free or Reduced Lunch) retained in all grades

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	98.8%	1022/1034	.2%	99%
2. At-Risk Promotion Level of Performance	98.6%	485/492	.4%	99%

Action Plan

Strategy	Promotion/At-Risk Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Ensure all students are promoted with their grade level peers.		Students not performing on grade level	Classroom Teachers	Ongoing	State, District and Classroom Assessments	im, st, sss, tech
Implement MTSS strategies for students performing below grade level.	Time and resources	Classroom Teachers	Ongoing	RtI measures	MTSS	im, st, sss, tech
Ensure student's basic needs, such as breakfast, are met before students enter the classroom.	Goal 1,2	Students arriving to school on time	Parents, Admin	Daily	Admin will monitor morning ramp and follow up with parents who are repeatedly tardy	st, b
Provide before school homework help for students in the media center.	Goal 1,2	Student motivation to attend	Teachers, Admin	Daily	Monitor student attendance of homework help, make parents aware of opportunity	St

Provide after school Tutorial twice a week for students who continue to struggle academically.	Goal 1,2	Transportation	Admin	Twice a Week	Make sure students have bus transportation home after tutorial	b,
Continue to provide skill based intervention groups for thirty minutes daily for all students in grades K-5.	Goal 1,2	Identifying student areas of skill weakness	Teachers, Reading Coach	Daily	Monitor student progress through PASI, PSI and other teacher created assessments	st, t

EXTRACURRICULAR ACTIVITIES GOAL(S)
Aligned with Strategic Plan System Initiative C

Extracurricular Activities Goal #1: To reduce the disparity in representation of the following subgroups (Ethnicity, ELL, SWD, ED) participating in extracurricular activities

Elementary: chorus, safety patrol, student council, TV production
Middle: Beta Club, NJHS, SECME, cheerleading, cross-country, track and field, volleyball
High: Mu Alpha Theta, NHS, Science Fair, Student Government, baseball, basketball, cheerleading, softball, tennis
              (Each school should have at least one extracurricular activity goal. Additional goals may be added as needed.)
*School provided data

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
1. Activities: Chorus	Hispanic	23.5	20%

Action Plan

Strategy	Extracurricular Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Provide opportunities for students to participate in chorus, chess club, safety patrols, running club, and TV production.	1	Difficult to find time in day to schedule	Teachers, Admin	Beginning of year	Working out a schedule that would allow interested students to participate.	or. st
Establish transportation to coincide with tutorial bus to afford more students the opportunity to participate.	1	Transportation	Admin	Beginning of year	Working with transportation to see if there's room on bus for SECME students	or, b
Encourage our Hispanic students (approx. 35%) to be involved in our extracurricular activities.	1	Lack of transportation	Adm, sss, or	End of year	List of participants	b, st

SCHOOL DEFINED GOAL

*All Seminole County Public Schools are providing ePathways for their students. Schools are highly encouraged to include an ePathways goal in their 2012-2013 SIP.
  Examples include: Elementary schools – Languages, on-line acceleration, PRIMES 5, PRIMES 4, ACCEL, etc.
                Middle schools – Virtual options, ACCEL, etc.
                High schools – Virtual options, Flex hours, ACCEL, etc.
  Other school defined goals may be added.

Goal #1:   Increase student access to enrichment instruction including PRIMES 4, PRIMES 5, Gifted and Talent Development

School Defined Goal	Current %	# of #-	% +/-	Expected
PRIMES 4	13%	22/174	+3%	15%
PRIMES 5	13%	22/175	+3%	15%
Gifted and Talent Development	5%	50/1014	+3%	8%

*If necessary adjust table headings to reflect the needs suited to the goal.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Gifted Cluster and increased enrollment for PRIMES 4	Screening Process, Class size	Adm, SST, teachers	Mid-year, end of year	Enrichment, Accelerated instruction	b, im
Gifted Cluster and increased enrollment for PRIMES 5	Screening Process, Class size	Adm, SST, teachers	Mid-year, end of year	Enrichment, Accelerated instruction	b, im
Increase and accelerate enrollment of Gifted and Talented Development students	Accurate referrals and Screening Process	Adm, SST, teachers	Mid-year, end of year	PD for teachers, target level 4 and 5 FCAT	b, im

PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Goal #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	# Actual Participants	Position(s) Responsible
Reading - Comprehension Toolkit -	R #1-7	9/5/12	Differentiated Instruction	All Instructional Staff	90		Administration, Reading Coach, Teacher Leader
Writing Cohort Update	W #1-4	9/12/12	6+1 Writing Process	All Instructional Staff	90		Administration, Reading Coach. Teacher Leader
Reading – Differentiated Instruction	R# 1-7	10/3/12	Small Group Scheduling	All Instructional Staff	90		Administration, Reading Coach. Teacher Leader
MTSS – RTI Re-launch / Marzano Mini Lesson #1	R /M # 1-8	10/17/12	Academic and Behavior Tiered Overview	All Instructional Staff	90		MTSS Committee
Math - Differentiated Instruction / Marzano Mini Lesson #2	M #1-8	10/31/12	Interpreting Data	All Instructional Staff	90		Administration, District Math Coach Teacher Leader
Technology – School Defined / Marzano Mini Lesson #3	R/M #1-8	11/7/12	Presentation and Resources using newly purchased technology of Mobi and Interactive Whiteboards,Edmodo	All Instructional Staff	90		Administration, Tech Teacher and ETF
Marzano – Deliberate Practice Reflection #1	R/M # 1-8	11/28/12	IObservation / Marzano Resources	All Instructional Staff	90		Administration, Teacher Leader
Writing Cohort Update – Articulation / Marzano Mini Lesson # 4	W #1-4	12/5/12	6+1 Writing Process	All Instructional Staff	90		Administration, District Writing Coach. Teacher Leader
ESE overview / Writing Cohort Update / Marzano Mini Lesson #5	R/M #1-8 W #1-4	1/23/13	6+1 Writing Process / ESE Accommodations/Modification Guide	All Instructional Staff	90		Administration, Writing Teacher Leader / ESE Teachers
Vertical Articulation (1-2, 3-4, K/5) / Marzano Mini Lesson # 6	R/M/W	2/6/13	Instructional Plans / Data	All Instructional Staff	90		Administration, Team Leaders
Math - Differentiated Instruction / Marzano Mini – Lesson #7	M #1-8	2/13/13	Small Groups	All Instructional Staff	90		Administration, . Teacher Leader

Reading – Differentiated Instruction / Marzano Mini Lesson #8	R# 1-7	2/20/13	Lit Circles/ Daily 5	All Instructional Staff	90		Administration, Reading Coach. Teacher Leader
Marzano – Deliberate Practice Reflection #2 Mid Point	R/M # 1-8	3/6/13	IObservation / Marzano Resources	All Instructional Staff	90		Administration, Teacher Leader
Reading – Differentiated Instruction / Marzano Mini Lesson #9	R# 1-7	3/27/13	Incorporating Non-Fiction	All Instructional Staff	90		Administration, Reading Coach. Teacher Leader
FCAT Prep 3-5 / K-2 Marzano Mini Lesson # 10	R/M # 1-8	4/10/13	IObservation / Marzano Resources	All Instructional Staff	90		Administration, Teacher Leader
Reading – Differentiated Instruction / Marzano mini Lesson #11	R# 1-7	4/24/13	Problem Solving / Share	All Instructional Staff	90		Administration, Reading Coach. Teacher Leader
Vertical Articulation (K-1,2-3,4-5 / Marzano Mini Lesson # 12	R/M/W	5/1/13	Instructional Plans / Data	All Instructional Staff	90		Administration, Team Leaders
Marzano – Deliberate Practice Reflection #3 Final	R/M # 1-8	5/15/13	IObservation / Marzano Resources	All Instructional Staff	90		Administration, Teacher Leader

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS
2011-2012

INCOME:

Original Allocation:	$1008.00
Adjustment:	$2499.00
Carry Over:	$8.14
Total Income:	$3515.14

EXPENDITURES	ACTUAL COST	BALANCE
1. Writing paper – KG	$538.20	$3515.14
2. Journal Books – 2nd	$315.00	$2976.94
3. Equipment / Supplies - PE	$800.58	$2661.94
4. Equipment / Supplies - PE	$267.70	$1861.36
5. Presidential Challenge Awards - PE	$327.00	$1593.66
Will use alternative funding for PE 2012-2013	$2248.48	$1266.66

Start with your beginning

CARRY OVER:
Total carry over for 2012-2013: $1266.66

This carry over will be spent on Substitutes and classroom supplies

ADDENDUM 1
MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RESPONSE TO INTERVENTION (RtI)

Provide the information describing the components and processes associated with Multi-Tiered System of Supports (MTSS) Response to Intervention (*RtI*) at your school. Please briefly respond to each of the items below:

1. Identify the members of your school's *MTSS Leadership Team*.
Alex Agosto, Principal; Virginia Brouillard, Assistant Principal; Molly McDowell, Reading Coach; Christine Koebke, Guidance Counselor; Jeff Norton, Teacher in Charge of Discipline

2. Describe how your school's *MTSS Leadership Team* functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Our MTSS Team meets every week for one hour. After determining our lowest quartile, our Guidance Counselor has bi-monthly meetings with our grade level teams to review data for individual students. Student data folders are kept by Guidance and progress monitoring is done by reviewing data forms.

3. Describe the role of your school's MTSS Leadership Team in the development and implementation of the SIP.

The role of our school's MTSS Leadership Team is to develop strategies, materials, and assessments and interventions that are effective interventions to improve student performance. Our team also assists our teachers in implementing and understanding the MTSS process.

4. Describe the data source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior.

Each teacher keeps a data notebook for each of her students. In addition data is kept by Guidance in the individual student intervention folders which contain assessment results, charts and intervention information. PBS committee will spearhead PLC meetings relevant to student behavioral expectations and interventions.

5. Describe how the school-based MTSS Leadership Team will align functions (e.g. meeting topics/agenda items with ongoing progress monitoring of core, supplemental, and intensive support.

We have had trainings on the MTSS process and plan to present an overview of the process this year for instructional staff. We will continue to meet with teams and Individual teachers as the need arises.

6. Describe the plan to train staff on MTSS.

We will use our current MTSS Team to continue to implement all facets of the data collection process as well as the interventions that we have in place. We will be implementing the SIPPS and Making Meaning plan for Tier III students this year. Our PBS Plan will also be used this year to support behavior.

ADDENDUM 2 – LITERACY LEADERSHIP TEAM (LLT)

Please briefly respond to each of the items below:

1. Identify the members of your school's Literacy Leadership Team (LLT).

Kindergarten – Cheryl Kelly
1st Grade – Barbara Martin
2nd Grade – Kris Aagaard
3rd Grade – Rebecca Holcomb
4th Grade – Vonnie Bacchus
5th Grade – Catherine Schubert
Reading/ESE/ELL –Molly McDowell
Specials – Debi Adkison (Media Specialist) and Barbara Langley (ETF)

2. Describe how your school's LLT functions (e.g. meeting processes and roles/functions).

We meet approximately once every six weeks to discuss curriculum updates, changes, etc. and assessment outcomes. We use that information and current assessment data to guide and direct our discussions and instructional planning. Each LLT member is responsible for disseminating meeting notes, plans, and decisions to their grade level team. Administration, the Reading Coach and classroom teachers monitor student growth and the progress of our school goals and initiatives.

3. What will be the major initiatives of the LLT this year?

Our emphasis this school year will be differentiated instruction and cooperative learning in Reading and Math.

1. We will revamp our Rti process to meet the MTSS expectations and re-introduce referral process, Tiers, data collection and appropriate interventions.
2. We will revisit PBS procedures, update classroom, and school-wide expectations and incentives.
3. **We will continue promoting our Reading Counts program, Sunshine State Math, Super Scientists, and incorporating a 5th grade "book club" during the school day.**

Please briefly summarize how professional development activities related to "Lesson Study" will be appropriately incorporated into the Action Plans included in the Goals of your School Improvement Plan.

Bear Lake Elementary School Improvement Plan Goals for the 2012-2013 school year address increasing student achievement in the areas of reading, math, writing and science. The Professional Development activities conducted at Bear Lake Elementary during the school year will include, but will not be limited to, the NGSSS, Common Core Standards, grade-level benchmarks, effective instructional strategies, text and cognitive complexity and incorporating technology in lessons and the necessary strategies to employ to increase student achievement. Grade level PLCs will extend the professional development activities during their PLC meetings as they discuss and develop quality lessons and assessments for their classes.

Daily 5 and Readers Workshop will be Lesson Study Focus. PD funds will be allocated to purchase Daily 5 books, materials, resources and training. Administration will facilitate teacher collaboration with neighboring SCPS schools that have implemented Daily 5 in their schools. Teachers will attend relevant district PD, conduct grade level and cross level peer observations using SIP money for substitute coverage. During the Professional Development activities and PLC meetings, teachers will be exposed to instructional methodologies of Readers Workshop, Literacy Circles and Daily 5. PD schedule will include vertical team articulation with Daily 5 and topic of collaboration identifying current practices and preparation for next school year student expectations.
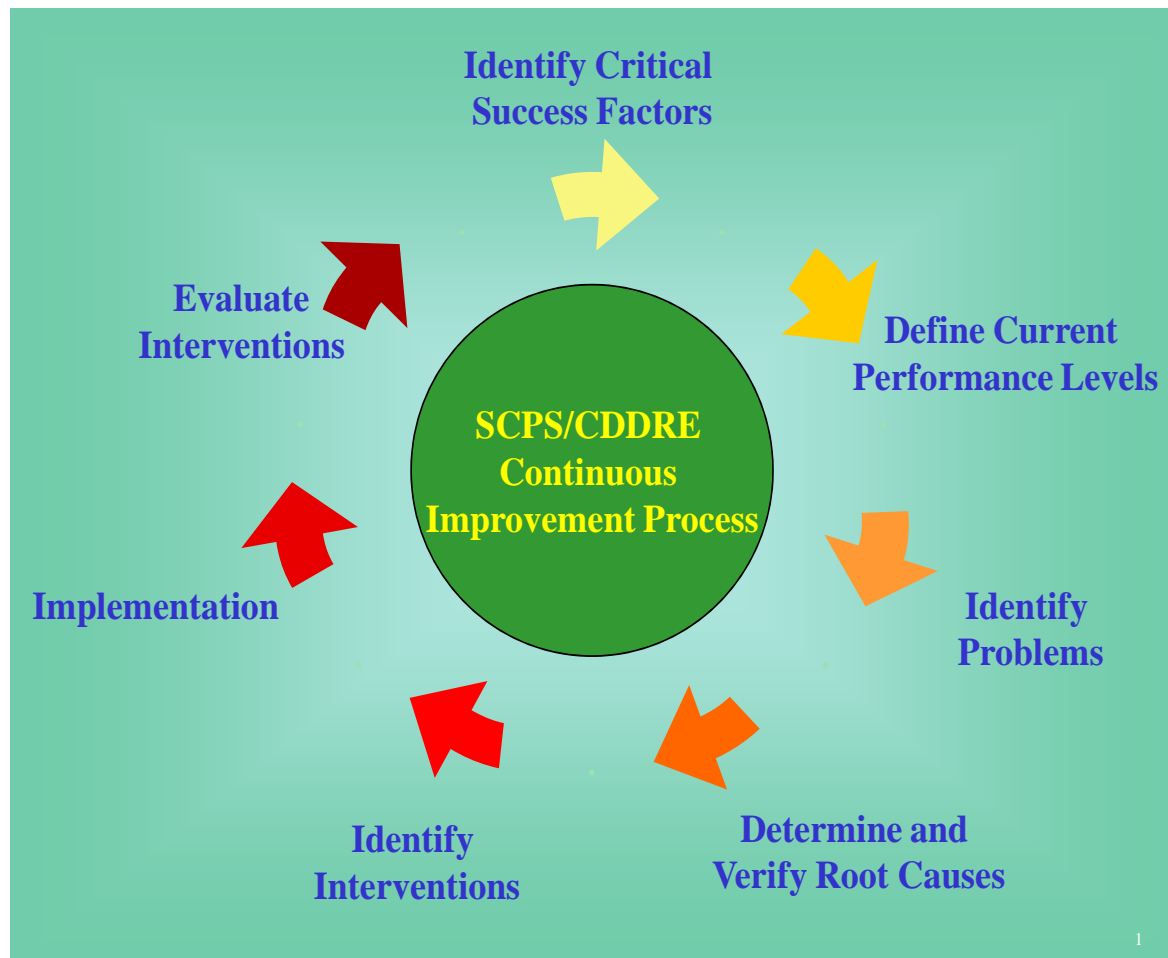
ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

Based on the analysis of 2011-2012 parent involvement data, identify and define areas in need of improvement in 2012-2013.
How will the school correlate the parental involvement activities with student achievement?

Goal #1: Increase the percent of parents registered for the Skyward Parent Portal.

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
1.Parents registered for Parent Portal	39.0%	326/836	+6%	45%

Action Plan

Strategy	Parent Involvement Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Marketing Use of Family Access during Open House, communicating via Parent Conferences, Newsletters and School Voice message.	1	Consistency communicating. Family access to internet	All Teachers and Admin	% of usage	Family Portal report	Admin, teachers
All Pro-Dads	2	-2 mornings per school year. (October, March) -Parent schedule conflicts	-Admin -PBS Committee -PTA	-Parent sign-in sheet to track attendance -Survey	Increase paternal involvement and understanding of student curriculum	st, tech, or (PTA, PBS)
IMom	3	-3 mornings per school year (November, April) -Parent schedule conflict	-Admin -PBS Committee -PTA	--Parent sign-in sheet to track attendance -Survey	Increase maternal involvement and understanding of student curriculum	st, tech, or (PTA, PBS)
Summer Activities PTA/Parent Involvement Family Learning Night	4	-Parent schedule conflict -Dependent on staff and PTA volunteers	-Admin -PTA -Staff volunteers	-Parent sign-in sheet -Parent Evaluations in English and Spanish -End of the school year (May)	Increase student proficiency in reading, math, and writing when parents work on skills at home with students.	st, tech, or (PTA, PBS)

| Parent-Teacher conferences | 5 | -Parent follow through
- Teacher documenting | All teachers | -3 report card grading periods
-Work toward 100% | -Track percentages
-Parent conference sheets | st |

ADDENDUM 6 - SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) GOAL(S)

Seminole County Public Schools realizes the importance of accelerated STEM education to prepare students for the workforce of the 21st Century. At the elementary level all schools have been provided with a robotics program and participate in SECME activities. At the secondary level all schools include science, engineering, technology and mathematics in their curriculum offerings.

In the narrative below respond to what STEM practices are currently in place and what is the plan for STEM for the 2012-13 school year.

Enter narrative for STEM goal:

Bear Lake Elementary will continue to encourage student and parent active participation with Robotics program providing instructional extension and enrichment opportunities in the areas of Science, Technology, Engineering and Math (STEM).

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Provide Robotics enrichment club for 4th and 5th graders	Transportation, Parent Support	Teacher , Club Sponsor	Annually	Annually	b, im, tech,
Provide all students with an application for the Robotics club	Transportation, Parent Support	Teachers, Club Sponsor	Annually	Application	b, im, tech,
Advertise club information on the school morning news program	Transportation, Parent Support	Teachers, Club Sponsor	Annually	Information on news	b, im, tech,
Robotics club will participate in district and local competitions	Transportation, Parent Support	Teachers, Club Sponsor	Annually	Participation, Awards	b, im, tech,

ADDENDUM 11 – AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES (AAAMO)

Using baseline data from 2011, the school will reduce the achievement gap in Reading and Math by 50% by 2017.

READING AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	**75**	**73**	**79**	**81**	**83**	**85**	**88**
American Indian							
Asian	85	83	88	89	90	91	93
Black/African-American	53	48	61	65	69	73	77
Hispanic	70	68	75	78	80	83	85
White	79	79	83	84	86	88	90
English Language Learners	45	53	54	59	63	68	73
Students with Disabilities	57	47	64	68	71	75	79
Economically Disadvantaged	66	63	72	75	77	80	83

MATH AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	**73**	**72**	**78**	**80**	**82**	**84**	**87**
American Indian							
Asian	92	92	93	94	95	95	96
Black/African-American	51	57	59	63	67	71	76
Hispanic	65	65	71	74	77	80	83
White	77	77	81	83	85	87	89
English Language Learners	45	53	54	59	63	68	73
Students with Disabilities	52	51	60	64	68	72	76
Economically Disadvantaged	61	62	68	71	74	77	81

SCHOOL ADVISORY COUNCIL SIGNATURES
2012-2013
FINAL COPY

The School Advisory Council has assisted in the preparation of the annual school budget as well as the School Improvement Plan.

ADMINISTRATOR	DATE	PARENT/COMMUNITY	DATE	PARENT/COMMUNITY	DATE
Alex Agosto	10/9/12	Isabel Carasco-Kee	10/10/12	Johany Castro	10/9/12
INSTRUCTIONAL		Julie Dominica	10/9/12	Jennifer Helm	10/9/12
Julia Pierson - Chairperson	10/9/12				
		Terri Rice	10/9/12	Lynn Rigby	10/9/12
Mary McCombs	10/9/12				
		Catherine Schubert	10/9/12	Maria Sherlock	10/9/12
Jeff Norton	10/10/12				
		Modupe Soremi	10/9/12		
Alexa Pena	10/9/12				
Pauline Shelley	10/9/12				
NON-INSTRUCTIONAL					
Carmen Hamilton	10/9/12				