

Pinellas County Schools

BEAR CREEK ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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

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

Provide the school's vision statement

100% Student Success

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

Willette Houston

houstonw@pcsb.org

Position Title

School Principal

Job Duties and Responsibilities

Facilitates, develops, and monitors the execution and implementation process of School Improvement Plan.

Leadership Team Member #2

Employee's Name

Natalie Geer

geern@pcsb.org

Position Title

Reading Coach

Job Duties and Responsibilities

Works directly with the school-based leadership team (SBLT) and classroom teachers in assisting with the full implementation and monitoring of the district's adopted ELA program in response to intervention needed for student achievement.

Leadership Team Member #3**Employee's Name**

Carisa Fisher

fisherca

Position Title

Curriculum Specialist

Job Duties and Responsibilities

Works to support the district's curriculum, instruction, assessment, and improvement systems for the school community through effective communication and appropriate training.

Leadership Team Member #4**Employee's Name**

Jaime Dotson

dotsonja@pcsb.org

Position Title

MTSS Coach

Job Duties and Responsibilities

Works directly with the school-based leadership team (SBLT) to facilitate the implementation of the problem-solving process with all staff. Provides assistance and professional development to teachers, including training and mentoring teachers in the use of instructional materials, assessment strategies and best practices to improve student achievement.

Leadership Team Member #5**Employee's Name**

Amanda Reed

reedm@pcsb.org

Position Title

School Psychologist

Job Duties and Responsibilities

Works to support the success of students academically, socially, behaviorally, and emotionally. Collaborates with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students. Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals, and groups, as well as the environmental factors that affect learning and adjustment. Provides interventions to students to support the teaching process and to maximize learning and adjustment. Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs. Delivers a planned and coordinated program of psychological services.

Leadership Team Member #6

Employee's Name

Sharon Johnson-Levy

johnson-levys@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

Works to promote student success while providing preventive services and responding to identified student needs through the implementation of a comprehensive school counseling program that addresses academic, personal and social development for all students.

Leadership Team Member #7

Employee's Name

Elena Huntington

Huntingtone@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

Works to support the school-wide implementation of the Behavior MTSS process and PBIS. Guides

the leadership team in the facilitation and implementation of a Multitiered System of Behavior Supports (MTSS) at the school level.

Leadership Team Member #8

Employee's Name

TBA - LCSW

Position Title

School Social Worker

Job Duties and Responsibilities

Works to support the success of students academically, socially, behaviorally, and emotionally. Collaborates with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students. Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as the environmental factors that affect learning and adjustment. Provides interventions to students to support the teaching process and to maximize learning and adjustment. Assists in the planning, development, and evaluation of programs to meet the unique needs of our students and families.

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 Creek's School Based Leadership Team (SBLT) will continue to operate and function as Bear Creek's governing team as it relates to "all things" involving the overall safety and well-being of our students, while meeting their individual academic, behavior and social-emotional needs. Bear Creek's SBLT consists of members representing our leadership team, student services, ESE and grade level team leaders. As a team, we use multiple sources of quantitative and qualitative data and the ECPS (equity centered problem-solving) protocol to address issues that arise. During our April SIP review meeting, SIP committees met to reflect and provide feedback on the implementation of last year's plan using the following guiding questions.

Which instructional strategies and actions step were implemented with fidelity during the school year?

What modifications/adjustments need addressing?

Is the process used to determine the effectiveness of the strategy occurring?

Are there any additional action steps that our ILT needs to address?

Committees are then provided with an opportunity to include strategies that are occurring yet not included in our plan. Committees are also allowed to make additional recommendations. Using the feedback from the annual stakeholder's survey and family engagement feedback to plan for ongoing Learning Labs to educate our families on ways to support their child. These opportunities for our families will take place twice per semester, providing training to our families on how they can support the education of their child(ren).

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)).

Every Monday the Instructional Leadership Team (Admin and content coach) convene to review both, quantitative and qualitative data to ensure that we are on track to meeting our EOY targeted goals. Each member of the team highlights their walkthrough observations for week prior and make next steps recommendations for grade level teams, individual teachers and in some cases the instructional staff as a whole. Every curriculum meeting, collaborative planning session, and PLC begins with a review of our SIP goals. After each progress monitoring cycle (PM1-3), grade level teams meet with administration to analyze/ reflect on the data, while making the necessary modifications to ensure that we collectively meet our end-of-year targeted goals. Every first Wednesday of the month @ 7:45am is set aside for committee meetings. During this time our SIP committees work to put together a family engagement event connected to their assigned SIP content areas. This is just one of the ways that we engage our families, while providing them with resources and training that they can implement at home.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: B 2022-23: B 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	26	38	38	30	32	20	0	0	0	184
Absent 10% or more school days	0	12	14	13	12	8	0	0	0	59
One or more suspensions	0	1	0	2	3	1	0	0	0	7
Course failure in English Language Arts (ELA)	0	0	0	0	1	1	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	1	8	8	2	3	0	0	0	22
Level 1 on statewide Math assessment	0	5	6	12	2	1	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	1	0	3	0	0	0	0	0	4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	4	4	1	0	0	0	0	10

Current Year 2026-27

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	0	3	6	13	7	2	0	0	0	31

Current Year 2026-27

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	0	1	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	2	0	0	0	0	2

Prior Year (2025-26) 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	
School Enrollment	27	49	29	34	24	32				195
Absent 10% or more school days		11	16	13	8	10				58
One or more suspensions		2	3	2		1				8
Course failure in English Language Arts (ELA)										0
Course failure in Math						1				1
Level 1 on statewide ELA assessment				10	5	7				22
Level 1 on statewide Math assessment				11	2	3				16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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		2	6	16	5	7				36

Prior Year (2025-26) 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	2	2		5						9
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	66	68	62	55	64	59	45	61	57
Grade 3 ELA Achievement	80	70	61	53	67	59	41	63	58
ELA Learning Gains	66	65	63	58	62	60	63	64	60
ELA Lowest 25th Percentile	83	63	58	38	59	56	63	62	57
Math Achievement*	76	72	66	66	69	64	51	66	62
Math Learning Gains	72	69	64	72	67	63	68	68	62
Math Lowest 25th Percentile	83	56	50	65	56	51	68	58	52
Science Achievement	61	72	62	59	70	58	47	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	73%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	587
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
73%	58%	56%	49%	45%	36%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
Black/African American Students	59%	No		
Hispanic Students	85%	No		
White Students	89%	No		
Economically Disadvantaged Students	71%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	66%	80%	66%	83%	76%	72%	83%	61%					
Black/African American Students	57%	71%	55%		65%	61%		44%					
Hispanic Students	70%				100%								
White Students	87%		90%		87%	90%							
Economically Disadvantaged Students	69%	84%	64%		73%	71%		62%					

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	55%	53%	58%	38%	66%	72%	65%	59%					
Students With Disabilities	17%		30%		25%	60%							
Black/African American Students	40%	33%	52%	30%	63%	79%	80%	53%					
Hispanic Students	76%				71%								
White Students	55%		60%		60%	73%		60%					
Economically Disadvantaged Students	52%	52%	54%	40%	65%	70%	63%	54%					

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	45%	41%	63%	63%	51%	68%	68%	47%					
Students With Disabilities	22%		63%		22%	67%							
Black/African American Students	37%	35%	57%	57%	42%	63%	73%	39%					
Hispanic Students	46%		60%		62%	80%							
Multiracial Students	40%				70%								
White Students	64%		81%		60%	69%							
Economically Disadvantaged Students	42%	38%	63%	67%	52%	70%	71%	48%					

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	76%	68%	8%	60%	16%
ELA	4	64%	66%	-2%	60%	4%
ELA	5	45%	66%	-21%	61%	-16%
Math	3	79%	71%	8%	66%	13%
Math	4	68%	72%	-4%	65%	3%
Math	5	65%	69%	-4%	62%	3%
Science	5	55%	70%	-15%	60%	-5%

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?

We observed significant improvement in our grade 3 ELA proficiency at 80%, an increase of 27% from last year. We also observed a 45% improvement in our ELA L25 (increase from 38% to 83% proficiency).

As a school, we will continue to focus on PreK-2 foundational literacy areas (phonics, fluency comprehension and writing). Strengthening our PK-2 foundational literacy program allows students to access complex grade level text and engage in complex tasks in grades 3-5. In grade 3, teachers implemented the UFLI framework for students needing additional supports decoding multisyllabic words, while increasing fluency and comprehension. The team also implemented targeted, differentiated reading groups "pop-ups" within the core during the first grading period.

Lowest Performance

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

Grade 2 STAR Math data showed the lowest performance with an overall proficiency of 41%.

Contributing factor(s) include gap in teacher knowledge of grade level content and understanding of B.E.S.T Standards for Mathematics and Mathematical Thinking and Reasoning Standards (MTR's).

Greatest Decline

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

Grade 5 overall proficiency data showed the greatest decline from the prior year. With an overall decrease from 60% to 45% (-15%), gaps in foundational literacy skills (phonics, fluency comprehension and writing) were identified contributing factors.

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.

When compared to the state, we outperformed the state in overall ELA proficiency by 6% in ELA; however, our grade 5 ELA presented the greatest gap at 16% under the state for the grade level band. As we continue to reflect upon our data and high-yield instructional best practices from year to year, much of the gaps that we are seeing in grades 3-5 are aligned to the significant gaps in the foundational literacy areas (phonics, fluency comprehension and writing), which is a major barrier in our grades 3-5 students' ability to access complex texts and successfully in the tasks aligned to grade level benchmarks.

EWS Areas of Concern

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

Decrease the percentage of ELA Level 1.

Decrease the percentage of students missing 10% or more days.

Highest Priorities

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

Increase overall ELA proficiency in grades K-5 as measured by the STAR/ F.A.S.T Assessment.

Increase overall ELA proficiency of black students in grades K-5 as measured by the STAR/ F.A.S.T Assessment.

Increase overall ELA performance of SWD as measured by the targeted federal index threshold of 41%.

Increase overall math performance of students in grades K-5 as measured by the STAR/ F.A.S.T Assessment.

Increase overall student attendance.

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, Math, 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.

Our current level of performance on the grade 3 ELA is 80%, as evidenced by our 2026 F.A.S.T. data. Our current level of performance in ELA, Mathematics and Science in grades 3-5 is 66%, 76% and 61%, respectively, as evidenced by 2026 F.A.S.T. data. Although we demonstrated significant improvement across all content areas this school year, we must continue to place a strong emphasis on overall reading proficiency in grades K-2, by closing significant gaps in the foundational literacy areas (phonics, fluency comprehension and writing) early on.

In mathematics we must ensure that our students in K-3 have a solid understanding of place value (number sense) and basic computational skills (addition, subtraction, multiplication and division), in order to engage in high-cognitive demand tasks with multiple pathways and engage academic discourse.

In science we must ensure that our 5th grade students have a solid understanding of the grade level standards by accessing their prior knowledge of previously taught content to make appropriate connections to build upon new knowledge.

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.

As measured by the F.A.S.T. Assessment, the percent of 3rd grade students achieving ELA proficiency will increase from 80% to 82% proficiency. The percent of all 3-5 students achieving ELA proficiency will increase from 66% to 70%. The percent of students in grades 3-5 students that will make a learning gain will increase from 66% to 70%. . The percent of L25 students in grades 3-5 that will make a learning gain will increase from 83% to 85%, as measured by the F.A.S.T. Assessment. Please note the individual grade level contribution to our spring 2026 3-5 data: 3-80%, 4th - 64% and 5th- 45%

The percent of K-2 students achieving ELA proficiency will increase from 69% to 75%, as measured by the K-2 STAR Assessment. Please note the individual grade level contribution to our spring 2026 K-2 data: K-83% , 1st - 65% and 2nd - 64%

The percent of all 3-5 students achieving Math proficiency will increase from 75% to 77%. The percent of students in grades 3-5 students that will make a math learning grade will increase from 72% to 75%. . The percent of L25 students in grades 3-5 that will make a math learning gain will increase from 83% to 85%, as measured by the F.A.S.T Assessment.

Please note the individual grade level contribution to our spring 2026 3-5 data: 3-79%, 4th - 68% and 5th- 65%

The percent of K-2 students achieving math proficiency will increase from 63% to 70% as measured by the K-2 STAR Assessment. Please note the individual grade level contribution to our spring 2026 K-2 data: K -83%, 1st - 65% and 2nd - 41%.

The percent of 5th grade students achieving science proficiency will increase from 61% to 63% as measured by the FSASS.

Monitoring

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

Ongoing progress monitoring of desired EOY outcomes will occur after each formative check, F.A.S.T Progress Monitoring cycle and Unit Assessment. Other opportunities include during grade level data chats, collaborative planning sessions and monthly grade level data presentation to SBLT, facilitated by the grade level team leader. The Instructional Leadership Team will continue conduct weekly walkthroughs and track grade, classroom and student progress

Person responsible for monitoring outcome

Principal Houston

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:

Strengthen the utilization of data to plan for core instruction, differentiation, intervention, and scaffold

core supports to increase student achievement in ELA, math, and science.

Rationale:

Data-driven decision making is critical when developing lessons that support and address the needs of all learners. Our 2025-26 data revealed that utilizing data to plan for core instruction, differentiation, interventions by providing necessary scaffolds within core instruction was highly effective in accelerating student learning, closing foundational learning gaps, and increasing overall proficiency across grade levels.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Deepen teacher understanding of the impact that Teacher Clarity has on student learning outcomes in ELA, math, and science.

Rationale:

Teacher Clarity, the intentional practice of making learning transparent so students know exactly what they are learning, why it matters, and how they will be assessed is critical to increasing student performance outcomes. When teaching is organized and intentional, learning becomes clear for students. This requires teachers to have a clear and deeper understanding of the content (WHAT) they teach and researched/evidence-based technique (HOW) they teach (execute) it in an effort to meet the needs of all learners.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Engage teachers in ongoing professional learning connected to the intentional facilitation of Academic Discourse and Cognitive Engagement with Content in ELA, math, and science.

Rationale:

Academic discourse improves learning by helping students process complex ideas and deepen their understanding. When teachers are intentional about creating opportunities for students to collaborate and communicate in meaningful discussions, students are able to deepen their knowledge and understanding of the content.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Engage teachers in ongoing professional development on instructional best practices, curriculum updates, resources/materials in ELA, math, and science based on quantitative and qualitative data.

Person Monitoring:

Principal Houston

By When/Frequency:

August - May

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

Within our school-wide meeting (PD and PLC) schedule, create structures for planning/embedded coaching/PLCs/ where teachers regularly engage in data and student work analysis as well as cognitive engagement and lesson rehearsal. Provide embedded coaching support and PD centered around utilizing multiple forms of data (ISIP, F.A.S.T., Success Criteria, Formative Assessments, Unit Assessments, student work analysis) to drive instruction school-wide. ILT will monitor effectiveness of all training and PD through quantitative and qualitative data review during our Monday leadership team meeting.

Action Step #2

Develop a school-wide culture of collaboration that fosters teamwork, problem-solving and learning from our peers.

Person Monitoring:

Principal Houston

By When/Frequency:

August - May

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

Administration will continue to cultivate a school-wide culture of collaboration for both teachers and students, using protocols adopted by ILT. ILT will monitor the effectiveness of collaboration structures/ efforts during our Monday leadership team meeting.

Action Step #3

Ensure that teachers have access to the necessary resources and materials to develop a clear understanding of the K-5 B.E.S.T ELA, math, and science standards and benchmarks.

Person Monitoring:

Principal Houston

By When/Frequency:

August - ongoing

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

Instructional Leadership Team (ILT) will collaborate to modify our planning protocol and process(es) for overall content area planning. Emphasis on planning for core instruction and differentiation within the core will be our adopted way of work school-wide, well ensuring that teachers are building in opportunities for students to engage in academic discourse and increase cognitive engagement. ILT will monitor for consistent effective instruction that promotes student centered learning with increased cognitive engagement for all in ELA, math and Science instruction in grades K-5.

Action Step #4

Year 2 implementation and focus on writing across all content areas, through ongoing PD from The Writing Revolution 2.0.

Person Monitoring:

Principal Houston

By When/Frequency:

August - ongoing

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

During collaborative planning teachers will identify writing to learn strategies to help students deepen that understanding of ELA, math, and science through written language.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/ African American Students (BLK)

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.

Our current level of performance of our black subgroup is 57% (3% increase) as evidenced by our overall ESSA subgroup data. During the 2025-2026 school year, we did not have a SWD ESSA subgroup data. We expect a proficiency level of 60% for black student subgroup and will keep our current goal 50% in the event that we should have a SWD ESSA subgroups to be by end of the 2026-27 school year.

Focusing our continued efforts on intentional planning and improvement, implementation of best instruction practices, and utilization of data to plan for differentiation and scaffold instruction to increase the achievement of SWD. Implementing inclusive structures where the Gen-ed and VE Resource teachers collaboratively work together to provide individualized supports will support continuous improvement.

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.

The percent of black students achieving ELA proficiency will increase from 57% to 60%, as measured by our 2027 ELA F.A.S.T. data.

The percent of SWD students achieving ELA proficiency will increase from N/A% to 50% as measured by our 2027 ELA F.A.S.T data

Monitoring

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

Ongoing monitoring of desired EOY outcomes will occur during grade level data chats and monthly grade level presentations facilitated by the grade level team leader.

We will continue engage in PD with a focus on the use of equitable teaching strategies. The Instructional Leadership Team will continue to conduct weekly walkthroughs and track the progress of

both subgroups. We will continue to collaborate and receive ongoing PD from our district ATSI and ESE support team.

Person responsible for monitoring outcome

Principal Houston

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:

Ensure that an inclusion model where both, Gen-Ed and VE Resource teachers intentionally plan for the differentiated needs of EACH student with consideration of the principles of UDL to ensure content is accessible to the broadest range of learners. We will also identify students in our self-contained units for mainstreaming. Cultivate a school-wide mindset that ensures teachers are engaging in equitable teaching practices (equitable grading, resiliency, restorative practices, etc) through intentional planning while ensuring that all students are able to access rigorous grade level course work.

Rationale:

Based on the learning gains and trend data of schools with a similar ESE population; school leaders shared that implementing an inclusion (push-in) model with a focus on differentiation, scaffold instruction and PD on tools for modifications to instructional strategies with co-planning as a major contributing factors to increased improvement of our SWD. Last year, we received numerous resources from our ESE ISD, resources that were relevant not only for our VE teachers, but our Gen-ed teachers as well.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Ensure ESE teachers have a comprehensive understanding of the K-5 B.E.S.T ELA and Math

Person Monitoring:

Principal Houston

By When/Frequency:

August - ongoing

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

ESE and Gen-ed teachers will work to restructure current overall instructional planning for our ESE students. Emphasis on planning for core instruction, differentiation and SDI within the core will be our adopted way of work. Monitor for consistent improvement of instruction and student improvement.

Action Step #2

Ensure targeted instructional supports are in place during core instruction and independent practice to meet the instructional needs of SWD and black students. These supports include access to grade level text w/appropriate modifications and/or supports while providing small group instruction to close foundational gaps.

Person Monitoring:

Principal Houston

By When/Frequency:

August - ongoing

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

Utilize multiple sources of tiered data for SWD and black students to design instruction and progress monitoring that aligns with students' individual goals.

Action Step #3

Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services within the Gen-ed setting.

Person Monitoring:

Principal Houston

By When/Frequency:

August - ongoing

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

Both, our quantitative and qualitative data from the 2025-2026 school year reveals there is an ongoing need for teachers to have a clear and deeper understanding of the content (WHAT) they teach and researched/evidence-based technique (HOW) they teach (execute) it in an effort to meet the needs of all learners.

Action Step #4

Using the Equity Centered Problem-Solving process, our SBLT will continue to develop-driven interventions that eliminate educational inequalities and improve overall student outcomes for our black students.

Person Monitoring:

Principal Houston

By When/Frequency:

August - ongoing

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

Ongoing monitoring of desired EOY outcomes will occur during grade level data chats and monthly grade level presentations facilitated by the grade level team leader. We will continue to collaborate and work with our district ATSI and ESE team and engage in training with a focus on the use of equitable teaching strategies. The Instructional Leadership Team will continue to conduct weekly walkthroughs and track the progress of both subgroups

Area of Focus #3

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**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.

Our current level of performance in grades 3-5 ELA is 66% (11% increase from the year prior), as evidenced in our 2026 PM3 F.A.S.T. data. We expect an ELA proficiency 70% by end of the 2026-27 school year. We will maintain our current level of proficiency 80% in third grade, as measured by the 2027 PM3 F.A.S.T. Assessment Our 2026 FSA data reflect the following performance by grade level. Grade 3 - 80%, Grade 4 - 64 %, Grade 5 -45%. Our 5th grade overall ELA proficiency and decline of 45% is occurring due to the increased gaps in the early literacy/ foundational skills, inconsistent use of instructional best practices to accelerate learning, inconsistent use of data (formative and summative) to plan for differentiation, intervention and scaffolded core instruction to increase student achievement.

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.

The percent of all 3-5 students achieving ELA proficiency will increase from 66% to 70%, as measured by the F.A.S.T Assessment. 70% of all 3-5 students will make a yearly learning gain, mirroring 70% percent of all L25 students will make a yearly learning gain.

Monitoring

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

Ongoing progress monitoring of desired EOY outcomes will occur after each formative check, F.A.S.T Progress Monitoring cycle and Unit Assessment. Other opportunities include during grade level data chats, collaborative planning sessions and monthly grade level data presentation to SBLT, facilitated by the grade level team leader. The Instructional Leadership Team will continue conduct weekly walkthroughs and track grade, classroom and student progress

Person responsible for monitoring outcome

Principal Houston

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:

-Support and strengthen staff ability to prioritize engaging students in immense amounts of reading, academic discourse, and writing to learn with feedback with grade-level text. -Teach students to decode words, analyze word parts, and their meaning. -Reinforce the effectiveness of instruction in

higher order cognitive engagement, academic discourse, and increased opportunities to write to learn. -Teach students how to use reading comprehension strategies while engaging with text. -Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Rationale:

It is necessary for teachers to utilize instructional practice that will result in students doing the heavy lifting, while increasing cognitive engagement and academic discourse.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Embedded coaching, planning and data analysis with the literacy coach.

Person Monitoring:

Principal Houston

By When/Frequency:

August - ongoing

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

Ensure that teachers plan for regular assessment opportunities (both formally and informally) and utilize data to modify and adjust instruction. Revisit current structure for ongoing formative assessments in place to determine where instruction should be modified to meet individual student needs

Action Step #2

Differentiated core instruction/scaffolded supports within the core

Person Monitoring:

Principal Houston

By When/Frequency:

August - ongoing

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

Ensure that 3-5 teachers are implementing evidence-based practices/programs which focus on explicit, systematic and sequential approaches to reading and writing instruction including gradual release of responsibility model.

Literacy Coach works with 3-5 teachers ensure instructional supports are in place for all students during core instruction and independence, including supports for students with identifiable foundational reading gaps. Implementing reading "pop-up" small group supports early on in the school year.

Increase opportunities for students to engage in collaborative groups focused on deepening their knowledge and understanding with academic discourse.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Bear Creek staff is committed to building a bridge between what students know and what they need to learn. We are committed to knowing our students on a personal level -academically, socially, and emotionally by ensuring that their needs are known and met. Using multiple sources of data (PIC, BOQ, PBIS Walkthrough and TFI RP 1 & 2), there is a need to increase our overall Tier 1 PBIS Implementation Program as measured by our PBIS Implementation Checklist. We received an overall score of 90% on our EOY PCS Tier 1 Walkthrough with Restorative Practices Elements protocol. Ensuring that all students and staff are able to identify our Tier 1 Expectations (GFS) will be our area of focus.

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.

We will maintain our current level of performance of 100%, as measured by our EOY PBIS Walkthrough tool.

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.

This area of focus will be monitored for the desired outcome year-round using the PBIS Implementation Checklist data.

Person responsible for monitoring outcome

Jaime Dotson

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:

Our PBIS team will provide embedded PBIS professional development, for staff and lessons for students, will be embedded during staff trainings, and classroom morning meetings.

Rationale:

It is important that we not assume that ALL staff have the same understanding of our PBIS implementation program just because of the preschool rollout. As with any curriculum program, we

will need to monitor and be intentional about revisiting the implementation of our school-wide plan throughout the school year.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Implementation of PBIS school-wide

Person Monitoring:

Principal Houston

By When/Frequency:

August - ongoing

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

Based on the guiding principles of PBIS and tiered system of support, students will learn basic behavior expectations to ensure a safe space for learning, as our school staff will recognize and praise students for good behavior. The goal is to ensure that both, students and staff recognize PBIS as a proactive approach to improve school safety and promote positive behavior. The focus of PBIS is prevention, not punishment.

Area of Focus #2

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.

Our current attendance rate of students missing 10% or more days of school is 30%. We expect to decrease our current rate of students missing 10% or more days from 30% to 15%, as measured by our monthly and end-of-year attendance data housed in the data dashboard. The problem/gap in attendance is occurring because of a lack of awareness that student attendance has a direct correlation to student achievement. Through the implementation of a strong Multi-tiered approach, the problem would be reduced by an increase in student attendance to the expected level (90% or better).

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.

The percent of all students missing 10% or more days of school will decrease from 30% to 15%, as

measured by our monthly and end-of-year attendance data.

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.

SBLT will review monthly attendance data for effective implementation of MTSS strategies. The Child Study Team (CST), will meet bi-weekly to problem solve around attendance

Person responsible for monitoring outcome

Principal Houston

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:

Support and strengthen the attendance problem-solving process to eliminate attendance barriers and support the needs of students across all Tiers on an ongoing basis.

Rationale:

Research shows that chronic absenteeism has been shown to reduce educational outcomes at all school levels. At the elementary level, chronic absence is typically associated with poor performance in core academic subjects. Students from disadvantaged groups and those living in poverty are more likely to experience harmful effects of missing school and be chronically absent.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Provide ongoing communication regarding the importance of attendance and the need to reduce chronic absenteeism. Promote attendance awareness via school social media, family engagement events, weekly communication to parents, school newsletter and website

Person Monitoring:

Willette Houston

By When/Frequency:

August - ongoing

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

Child study team will review/update our current attendance taking process and school-wide strategies for positive attendance with all staff during preschool and at the beginning of second semester

- Child Study Team will meet bi-weekly (Fridays) to monitor our Tier 1 attendance plan.
- Child study team will Implement and monitor Tier 2 and 3 plans for specific families and review barriers and effectiveness of the plan.
- Child study team will develop and implement an attendance incentive program.

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.

Bear Creek Elementary

<https://www.pcsb.org/bearcreek-es>

At the beginning of the school year, parents are given a copy of the school handbook, which includes detailed information about school policies and procedures.

During the Title I Annual Meeting in August/September, families are informed of curriculum, assessments, meetings, student progress, proficiency levels, and the Title I program. Families learn about opportunities for participation in decisions related to the education of their child as well as volunteer opportunities. Information regarding this event will be sent home in a flier, advertised in the Bear Creek Newsletter, sent home via School Messenger, posted on the school marquee and on the school web site. In addition, students will get a final reminder with a label in their agenda books. The same information will be provided at the Parent Station in the front office.

During the Open House in September, as well as during on-going curriculum activities scheduled for families throughout the year, descriptions of the Florida Standards will be provided along with expected proficiency levels, and the forms of academic assessments used to measure that progress. Teachers will also provide information on how parents can support their child's learning at home. Documentation will be through sign-in sheets and evaluation surveys of events.

The monthly school newsletter will inform parents of any new information and remind them of information that has already been sent home. Other forms of communication will include the use of

student agendas daily, contacting parents by phone and by email as appropriate.

Any parental concerns about the school wide program will be submitted to the Title I office.

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)).

Bear Creek Elementary

<https://www.pcsb.org/bearcreek-es>

Our Parent Family Engagement committee will continue to problem solve around ways to engage our families during the upcoming school year. Collaborating with our SIP committees and Instructional coach (reading), we will continue to provide monthly up to date resources and tips on our website under the Parent Engagement (Math At Home & Reading At Home) tab. Our current stakeholder survey data shows that there is a need for parents to have access to information shared at our Title I Annual meeting for those unable to attend, as well as ensuring they are aware of what programs and resources provided using our Title I funds. Our ELA Learning Parent Learning Lab event is a culminating event which will focus on ELA, Math, and science. Our Instructional Leadership Team will collaborate to provide monthly up to date resources and tips on our website under the Parent Engagement (Math at Home & Reading at Home) tab. Our math and reading at home resources/tips page on our website has been a great resource to many families. During our EOY SIP planning meeting, our team discussed shifting our focus to Family Learning Labs to target specific families, streamlining the support and needs. Ongoing community partnerships have been established with Grace Bible, and Lawyers for Literacy with Stetson University. Our Family and Community Liaison is actively recruiting mentors for our students. We will continue to partner with the USF Tiers project to provide additional tier 2 intensive, emotional, and relational support. Bear Creek has also partnered with Y-Reads to provide additional supports in reading beyond the school day. Due to the focus of our Promise Time program being on students in grades 3-5, Y-Reads has huge impact on students with foundational gaps in grades K-2.

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)).

In addition to the instructional strategies and professional development outlined in our initial SIP, grades 3-5 staff will have the autonomy to modify their schedules to include opportunities for corrective teaching/spiral review for standards previously taught that students will not be exposed to due to the curriculum calendar. Each action plan is unique to meet the needs of the grade level as well as individual students.

Embedded coaching support will be provided development of staff, alignment of instruction, and monitoring of school-wide instructional strategies.

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)).

At Bear Creek Elementary, we coordinate with:

Federal Programs to support full-day programming for PreK-3 students, an MTSS Coach, and additional intervention support staff.

We partner with the district's student services team, school counselors, and community mental health agencies to address student well-being.

Organizations like Grace Bible and Our Savior Lutheran provide food, hygiene products, and school supplies to ensure families' basic needs are met.

Our Positive Behavior Intervention and Support (PBIS) systems are aligned with schoolwide expectations and supported by behavior assemblies and restorative practices.

We coordinate with the district's Food and Nutrition Department to ensure all students receive breakfast and lunch at no cost.

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, TSI, 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 2026-27 UniSIG funds but has chosen NOT to apply.

No

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