Bear Lake Elementary School

2022-23 Schoolwide Improvement Plan

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Bear Lake Elementary School

3399 GLEAVES CT, Apopka, FL 32703

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0031

Demographics

Principal: Amy Barone

Start Date for this Principal: 6/17/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (48%) 2018-19: B (57%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Seminole County School Board on 10/25/2022.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	63%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

At Bear Lake Elementary School, we are committed to excellence always, all students will make "One Year's Growth in One Year's time".

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Ramkissoon, Kristen	Principal	Employ and monitor a decision-making process that is based on vision, mission, values, and improvement priorities using facts and data. Lead and support a learning organization focused on student success, quality instructional practices based on state's adopted student academic standards and the district's adopted curricula. Collaboratively develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. Recruit, retain and develop an effective and diverse faculty and staff. Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.
Krajewski, Tracy	Assistant Principal	Support Principal in Curricula Implementation, Student Behavior Management. Lead and support a learning organization focused on student success, quality instructional practices based on state's adopted student academic standards and the district's adopted curricula. Collaboratively develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.
Ortiz, Michelle	Assistant Principal	Support Principal in Curricula Implementation, Student Behavior Management. Lead and support a learning organization focused on student success, quality instructional practices based on state's adopted student academic standards and the district's adopted curricula. Collaboratively develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.
McCarthy, Shannon	Instructional Coach	Provide teachers and administrators with on-site, on-going professional development related to disciplinary literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.
Ayala, Nicole	School Counselor	Collaborate with school personnel, parents, community agencies, and/or students to promote optimal learning outcomes for all students. Implement individual, group, or system-level interventions that are scientifically proven to promote positive social, emotional, behavioral, and independent functioning outcomes. Support student attendance by managing truancy referrals that adhere to SCPS procedures for truancy.

Name	Position Title	Job Duties and Responsibilities
Hinksman, Daisy	Behavior Specialist	Collaborate with school personnel, parents, community agencies, and/or students to promote optimal learning outcomes for all students. Implement individual, group, or system-level interventions that are scientifically proven to promote positive social, emotional, behavioral, and independent functioning outcomes.

Demographic Information

Principal start date

Monday 6/17/2019, Amy Barone

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

885

Identify the number of instructional staff who left the school during the 2021-22 school year.

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	138	156	130	166	133	160	0	0	0	0	0	0	0	883
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	3	5	16	1	0	1	0	0	0	0	0	0	0	26
Course failure in Math	2	3	4	2	0	5	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	15	11	38	0	0	0	0	0	0	0	64
Level 1 on 2022 statewide FSA Math assessment	0	0	0	11	21	37	0	0	0	0	0	0	0	69
Number of students with a substantial reading deficiency	0	4	7	23	0	0	0	0	0	0	0	0	0	34

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

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

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	1	7	17	3	4	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/15/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	150	119	130	144	140	179	0	0	0	0	0	0	0	862
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	2	5	7	8	0	4	0	0	0	0	0	0	0	26
Course failure in Math	1	5	1	2	2	3	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	21	34	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	41	41	0	0	0	0	0	0	0	83
Number of students with a substantial reading deficiency	4	7	14	23	0	0	0	0	0	0	0	0	0	48

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	7	5	7	7	13	0	0	0	0	0	0	0	41
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	150	119	130	144	140	179	0	0	0	0	0	0	0	862
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	2	5	7	8	0	4	0	0	0	0	0	0	0	26
Course failure in Math	1	5	1	2	2	3	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	21	34	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	41	41	0	0	0	0	0	0	0	83
Number of students with a substantial reading deficiency	4	7	14	23	0	0	0	0	0	0	0	0	0	48

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

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

The number of students identified as retainees:

Indicator		Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**		
Retained Students: Current Year	2	7	5	7	7	13	0	0	0	0	0	0	0		41
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	**District**	**State**	**School**	**District**	**State**	**School**	**District**	**State**
ELA Achievement	55%	65%	56%				64%	67%	57%
ELA Learning Gains	48%						55%	61%	58%
ELA Lowest 25th Percentile	31%						29%	51%	53%
Math Achievement	56%	46%	50%				72%	70%	63%
Math Learning Gains	54%						68%	66%	62%
Math Lowest 25th Percentile	34%						46%	50%	51%
Science Achievement	56%	65%	59%				63%	62%	53%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	67%	-2%	58%	7%
Cohort Comparison		0%				
04	2022					
	2019	59%	65%	-6%	58%	1%
Cohort Comparison		-65%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	61%	64%	-3%	56%	5%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	71%	71%	0%	62%	9%
Cohort Comparison		0%				
04	2022					
	2019	73%	72%	1%	64%	9%
Cohort Comparison		-71%				
05	2022					
	2019	67%	65%	2%	60%	7%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	62%	62%	0%	53%	9%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	34	29	16	41	43	14	25				
ELL	36	35	16	38	41	21	30				
BLK	48	50	20	38	56	36	29				
HSP	46	45	26	45	47	40	43				
MUL	48	46		48	38						
WHT	66	51	44	72	62		74				
FRL	46	46	30	47	48	33	45				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	36	50	64	39	29		30				
ELL	40	44		34	39		39				
ASN	80			73							
BLK	49	35		31	15		29				
HSP	48	34	38	36	39	20	46				
MUL	64			55							
WHT	70	63	53	65	45	18	57				
FRL	51	47	39	42	35	15	48				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	29	23	47	58	39	13				
ELL	46	49	45	62	79	65	53				
ASN	73			100							
BLK	48	32	13	62	59	44	45				
HSP	55	48	31	64	66	46	53				
MUL	74			68							
WHT	71	64	32	79	72	50	69				
FRL	53	45	25	62	61	41	50				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	80
Total Points Earned for the Federal Index	414
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We have our greatest needs for improvement in both learning gains and lowest quartile learning gains

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Learning gains and Learning Gains for the Lowest Quartile

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors contributing to the low performance of Black students, students with disabilities and English Language Learners in ELA and Math proficiency and learning gains include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math for 3rd grade improved by 19

What were the contributing factors to this improvement? What new actions did your school take in this area?

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards based tutoring.

What strategies will need to be implemented in order to accelerate learning?

"Specific Goals and Action Plans
Strategic, Differentiated Small Group Instruction"

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services dedicated to student acceleration include focus on instructional strategies Sustainability of improvement efforts Additional services dedicated to student acceleration include support of standards based instruction across all content areas, social emotional learning support for students and families, data driven tutoring and acceleration support and expanded use of SCPS early warning tracking and MTSS based support.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Increasing academic achievement of Black/African American students, students with disabilities and English Language Learners. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase achievement and learning gains for Black/African American students, students with disabilities and English Language Learners students.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.
Person responsible for monitoring outcome:	Kristen Ramkissoon (kristen_ramkissoon@scps.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Lessons aligned to B.E.S.T. benchmarks at the appropriate grade level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Instructional Leadership Team and Teachers will identify the lowest 30% within their own classrooms and across the grade level. Develop SMART Goals and action plans based on on-going progress monitoring data. Teachers will provide differentiated instruction and consistently monitor progress using common assessments and iReady data. Instructional Leaders will monitor teacher implementation of strategic small group instruction and coach teachers in best practices.

Person Responsible	Kristen Ramkissoon (kristen_ramkissoon@scps.k12.fl.us)

Teachers will identify Level 1 and 2 students in their class. Using class assessments and iReady data, teachers will provide differentiated instruction and consistently monitor progress. The Instructional Coach and Instructional leaders will support teachers implementation of strategic small group instruction during weekly PLC data discussions and provide direct coaching to teachers.

Person Responsible	Kristen Ramkissoon (kristen_ramkissoon@scps.k12.fl.us)

The teachers and intervention teacher will work together to identify students who would benefit from Math Boosters. This boost will allow students to work in a small group targeting specific math deficits to help students make their stretch growth in iReady.

Person Responsible   Kristen Ramkissoon (kristen_ramkissoon@scps.k12.fl.us)

Students perform and monitor their iReady minutes and passing rates on a weekly basis with the goal of reaching 45 minutes and a minimum of a 75% passing rate.

Person Responsible   Kristen Ramkissoon (kristen_ramkissoon@scps.k12.fl.us)

Student owned data notebooks. Students will generate and maintain data notebooks for the intentional recording, representing and processing of standard aligned knowledge, tasks, and vocabulary. The notebooks will serve as an ongoing tool for students record their growth and reflections.

Person Responsible   Kristen Ramkissoon (kristen_ramkissoon@scps.k12.fl.us)

Students in grades 2-5 participate in License to Compute practicing and self-monitoring their proficiency of addition/subtraction/multiplication/division facts, followed by mastery tests at each level.

Person Responsible   Kristen Ramkissoon (kristen_ramkissoon@scps.k12.fl.us)

Instructional Leaders and teachers will meet to discuss action plans for student monitoring and make adjustments, as needed.

Person Responsible   Kristen Ramkissoon (kristen_ramkissoon@scps.k12.fl.us)

Students will hold Student Led Conferences to discuss progress monitoring data from the year.

Person Responsible   Kristen Ramkissoon (kristen_ramkissoon@scps.k12.fl.us)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

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

Identify the stakeholders and their role in promoting a positive school culture and environment.

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