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| **EDistrict VMV**  **Goals** | **School Improvement Information** | | **Data & Information Sources** | **AdvancED** | | |
|  | **Part I: Current School Status** | |  |  | | |
|  | **A. School Information** | |  |  | | |
|  | School: Bauder Elementary School | | Narrative |  | | |
|  | Principal’s name: Lisa Bultmann | | Narrative |  | | |
|  | School Advisory Council chair’s name: Jesse Coraggio | | Narrative |  | | |
|  | **Pinellas County School District** | |  |  | | |
|  | **Michael A. Grego Ed.D.,** Superintendent | |  |  | | |
|  | **September 23, 2014,** Date of school board approval of SIP | |  |  | | |
|  | 1. **School’s Vision and Mission:** | |  |  | | |
| Vision | a. **Provide the School’s Vision Statement: Building 100% Success with Quality and Honor.** | | Narrative | Standard 1-1.1, 1.2: Purpose | | |
| Mission | b. **Provide the School’s Mission Statement: Preparing all students for on or above grade level work in middle school and beyond by collaborating as educators and a community.** | | Narrative | Standard 1-1.2: Purpose | | |
| Values | 1. **Values (DOE School Enviroment)**   Commitment to Children, Respectful & Caring Relationships, Responsibility, Cultural Competence, Integrity, Connectedness | | Narrative | Standard 1-1.3: Purpose | | |
| DOE | * 1. Describe the process by which the school learns about students’ cultures and builds relationships between teachers and students.   Processes:  At Bauder we believe the statement that ”no significant learning takes place without a significant relationship. ” (Comer). We also believe that the family/ school relationship is highly correlated to student success. Making a connection with families builds respect for both students and families within the school setting. Each year Bauder reaches out to families in many ways through activities that get them connected to school such as:  **Grade Level Picnics**- Serve as getting to know staff and other family and students  **Grandparents Day** – Each Year we celebrate Grandparent’s Day. Over 800 grandparents typically take a day and come to an assembly and visit classrooms to hear and tell stories about school.  **Student-Led Conferencing** – This is used to help parents see the progress students have made through the year and the success they have had in learning.  **Volunteerism** – Bauder welcomes and encourages the community to share in the educational process of our Bauder children. With over 20,000 hours of volunteer time, parents are very much a part of the school day at Bauder.  **Communication**: Families are “in the loop”. Communication is key to keeping families informed so that they know what is happening at school so that they can be part of their child’s daily education. This occurs through weekly parent updates through the Messenger system, classroom newsletters, the monthly school newsletter-Bauder Bulletin, the monthly Bauder Scoop and the many Bauder activities and meetings that parents are invited to attend before, during and after school.  **Classroom Teacher** - All of these things and more help us as a staff and a school get to know the families of our children so that we may serve them better because we know who they are.  The staff at Bauder believes getting to know our children as individuals and who they are assists us in serving children well. Teachers use student inventories, Lunch with the Teacher, 1 minute connection, Bauder Buddies, attendance at extra-curricular activities, culturally relevant assignments, allowing students to present and talk about their family and heritage as ways to better know who are children are and what their strengths, desires, beliefs and passions are. Ask questions, of differentiation of instruction, Modeling, Apologizing when wrong, Interview, Culturally Relevant assignments, Assignments that allow students to share point of view, Attend Extracurricular Activities, Honor what children do beyond the school day….home visits.  **Enriching** **Children** - We at Bauder believe that every student has strengths and passions. We believe that there is a need to remediate for weaknesses ,but we also believe that the best way to connect with children is through their strength, their talent, their passion. On Wednesday afternoons we will have the Enriching Children’s Program. This connects children with their talent, strength and passion and members from a local church and a member of the Bauder staff that share a talent, skill or interest in a particular area.  **Schoolwide -**  At Bauder relationships are key. We use Bauder Buddies to assign an adult to a child  that is experiencing difficulties either academically and/or socially. These adults are an additional support for these children. Bauder has skating parties that students, parents and staff attend each year. This gives all parties an opportunity to interact and get to know one another in a different setting. Clear Expectations are communicated to students and families for the school setting. Instruction at Bauder is differentiated. The purpose of this is to serve children from where they are both academically, socially and emotionally. Teachers use many types of assessment, inventories and observations to KNOW CHILDREN and serve them in ways that best meet their needs. Kindergarten Orientation, Transition to Kindergarten, Kindergarten Assessment Pre-School Day, Meet and Greets and New Student Tours are all ways that Bauder makes students feel valued, welcome and part of the community.  **Hello Project**: Part of building relationships is a sense of being valued and connected to school. Bauder is beginning the Hello Project for the 2014 -2015 school year. This project will meet the need that each child will be greeted by staff each and every day. Children will be greeted by staff In the hallways, arriving and leaving the classroom and in common areas. We believe tha this helps to build a positive rapport with the staff and school setting. It also makes certain that no child is invisible and attention is paid to all members of the Bauder student community**.**  **Recognition: Bauder has many recognition programs for academics and character. We also recognize children for what they accomplish outside of school. This occurs on the morning news show. Either children request to come on to share their accomplishments outside of school or staff members or parents request that children be recognized for things they have accomplished outside of school. This allows children to connect their areas of success with school and staff and builds positive rapport between the settings.** | | Narrative |  | | |
| DOE | * 1. Describe how the school creates an environment where students feel safe and respected before, during and after school.   A safe environment is necessary for learning. A respectful environment is needed for learning at high levels.  GUIDELINES for SUCCESS: Bauder holds high expectations for all members of the Bauder community. Each year Bauder defines the Guidelines for Success for the Bauder Campus and all school activities. Students are trained in what these guidelines/expectations look like in each specific setting of Bauder.  RECOGNITION: At Bauder, we believe that where “attention goes, energy flows” . We pay attention and have very defined recognition programs for POSITIVE Behaviors. This is for staff and students. These systems of recognition include both in school and out of school activities and both academic and character recognitions.  PREVENTION and PROACTIVE: Each year Bauder Culture/Behavior is reviewed and looked at by a team and recommendations are made to improve, change and add things deemed necessary to make our school-wide plan more effective in serving our community. The focus of Bauder is a prevention and proactive focus  CHARCTER Education: **All Bauder children are trained on Character Words of the Month through the Bauder Book of the Month and Morning Announcements. These traits are re-enforced in the classrooms and school through the Character Can Program. Bauder has an ANTI BULLYING Program and students are taught what bullying is and how to assist in bully situations.**  CRISIS PLAN: Bauder has a very defined Crisis Plan with many components and scenarios. Fire drills are practiced each month and other emergency drills are practiced each semester.  BULLY Policy: Bauder has a defined process to report and deal with bullying at school including cyber-bullying that possibly impacts the school setting from outside of school.  SAFETY Committee: Bauder’s Safety Committee meets monthly to look at safety concerns on campus or off campus that impact our Bauder community. We look at routes to and from school to see if we have concerns regarding needs for crossing guard assistance, we look at our evacuation routes and times taken to evacuate the building during drills. Each month we systematically go through our injury reports to determine if there are any areas on campus that are causing injury or where frequent accidents occur. This committee oversees drills each month and semester to ensure we are in compliance with the necessary components to ensure safety practices.  INSPECTIONS: Each year Bauder goes through necessary inspections to ensure we are in compliance with state and district mandated safety procedures. | | Narrative |  | | |
| DOE | * 1. Describe the school-wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.   SCHOOL-Wide DISCIPLINE PLAN: Bauder has a School-Wide discipline Plan. Each year during pre-school every member of the staff and administration review and are trained on the updated Plan and the many components it includes.  The Bauder School-wide Discipline Plan is based on Prevention and Proactive Principles. It is based on the belief that behavior is learned.  It includes:  Beliefs about Discipline  School-wide Guidelines for Success  Staff determined Expectations for all Common Areas  Menu of School-wide Re-enforcers for Positive Behaviors  Teacher’s Year Plan for teaching & re-enforcing School Expectations  Teacher’s Plan for teaching Classroom Procedures and Processes  Definitions and examples of Mild, Moderate and Severe Behaviors and responses to these behaviors.  Bully Policy & Procedures  Flow for Management of Mis-Behaviors  How to get Support for a child/teacher in need of assistance | | Narrative |  | | |
| LEGIS | * 1. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.   Bauder works hard to provide a Positive and Proactive TIER I environment. We also differentiate to meet the needs of all children in the Bauder Community.  **PLCs**- Bauder’s PLCs meet weekly. Part of PLCs is dedicated to the needs of and tracking children. The communities of professionals meet and discuss the needs of children and use each members strength to seek support and supportive ideas for children in need. Each grade level PLC is represented on the MTSS team and this affords constant contact with the Bauder Student services team so that their areas of expertise are available for teachers that seek additional support for children. This information is carried back to teachers from the MTTS team by the grade level PLC Facilitator. The MTSS Student Services team is also available to meet with individual teachers regarding students based on request and need.  **MTSS & CST** - The MTSS team and CST study student data for student need. Bauder uses DBR data that teachers collect for students that have behavior challenges. The MTSS team assist teachers and students with supports and interventions for assistance and further study.  **Bauder Buddies** – Bauder has a Buddy Program facilitated by the guidance counselor. Each year she connects a Bauder adult with students that need an extra connection to be successful in the school setting. The adult staff member meets with their child each week to spend time, support and connect in a personal way. The staff member reports to the guidance counselor the time of the meeting and if there are any concerns warranting further supports**.**  **CHECK- IN/CHECK- OUT:** Bauder uses the Check in/Check out system to provide further support for children that need support beyond the classroom teacher to have successful school days.  **SMALL Group Guidance:** Each year the Bauder Guidance Counselor provides small group support for students in need. Need is determined by data, teacher request, parent request. The make-up and topic of these groups change from year to year based on student need.  **CLASSROOM GUIDANCE:** The Bauder Guidance Counselor teaches in classrooms to support student needs. Each year she provides lessons for all Kindergarten students to assist them in school expectations and social skills for school success.Teachers also request guidance lessons for their classes based on needs .  **EDUCATION:** All Bauder children are trained on Character Words of the Month through the Bauder Book of the Month and Morning Announcements. These traits are re-enforced in the classrooms and school through the Character Can Program. Bauder has an ANTI BULLYING Program and students are taught what bullying is and how to assist in bully situations. | | Narrative |  | | |
|  | **B. School Advisory Council (SAC)**  DOE moved warning system here but we have it later in the plan | |  |  | | |
| DOE | **Membership**   1. Identify the name and stakeholder group for each member of the SAC.   Parent & Community  Jesse Coraggio – Chair – Parent  Christy Rissin – Parent  Brian Robinson – Parent  John Rice- Parent  Bryan Rosengarten – Parent  Janee Encinas – Community  Teachers  Lea Anne Russell - Teacher  Alicia Suttrich – Teacher  Support  Patricia Gaston – Support  Clair McDermott– Support  Administrator  Lisa Bultmann- Principal | | Narrative | Standard 2-2.4, 2.5: Governance and Leadership | | |
| DOE | 1. Evaluation of last year’s school improvement plan: The Bauder School Advisory Council is constantly updated on the progress and implementation of the School Improvement Plan at SAC meetings. When the final data is collected for the goals that were created for the 2013 -2014 SIP, the Bauder SAC will look at the data and make recommendations for improvement based upon that data. The SAC has been kept abreast of the implementation of the strategies and supports put in place in regards to the SIP through out the year. They have requested training in the new AIR evaluation system for the 2014 -2015 school year and an update of Florida Standards so that they can be better informed in regards to decisions for the 2014-2015 school year. Final feedback and evaluation of the goals set on the 2012-2013 SIP will be collected during the August 2014 SAC meeting. | |  |  | | |
| DOE | Preparing Students for College & Career –  At Bauder we believe it is our job to be part of the system that prepares every child for college and/or career.  **TIERED SUPPORT**: We do this by ensuring that our TIER I implementation of standards and curriculum meets the high expectations and rigorous requirements for children to be prepared.  Not all children come to Bauder at the same level. It is our responsibility to provide Tier II and Tier III support for students to reach grade level and beyond expectations.  **DIFFERENTIATION OF INSTRUCTION -** Children vary in their readiness, and skill sets. The staff of Bauder work to differentiate instruction and social support to meet the needs of all Bauder students. Bauder has a broad spectrum of students with students that struggle academically and/or socially/emotionally and students that excel. We believe that the differentiation of instruction and support meet the needs of all students as we work towards 100% student success.  **FORMATIVE ASSESSMENT SYSTEM:** Bauder staff use a very defined cycle of formative assessments to determine where children are and what they need to progress in learning. These assessments also provide ongoing progress monitoring **.**  **PROFESSIONAL DEVELOPMENT:** In order to have prepared students we must have prepared teachers. At Bauder, we believe that aligned professional development is key to supporting students in reaching college and/or career readiness. The Bauder staff are committed to taking trainings aligned to this goal.  **LOOKING BEYOND:** At Bauder we believe we are one part of the continuum of learning and progression of the educational journey. We teach our children to look forward. Part of the Bauder experience is to set goals and know where you are heading. To re-enforce that at Bauder, we provide an opportunity for all of our 5th graders to experience college for a day. This gives every child a forward focus and allows them to connect the hard work they are doing to today with a goal for tomorrow. | |  |  | | |
| 3  DOE | 1. Describe the involvement of the SAC in the development of this school improvement plan.   Feedback and input is constantly collected regarding Bauder throughout the year’s SAC meetings. A draft copy of the SIP is sent to SAC members during the summer through e-mail for study and input. During the August/September SAC meeting a draft of the SIP is provided to SAC for further input and consideration. This input is collected, discussed and aligned to the district strategic direction and school goals and direction. At the September SAC meeting Bauder’s SAC votes to accept the Bauder SIP or makes further recommendations. Because the SIP is an ongoing, working document SAC bears the responsibility and right to periodically review and discuss its content and make suggestions and input for continuous improvement of student achievement and the SIP at Bauder. Bauder’s SAC meets 9 times a year. At each meeting a Data report is given that allows SAC to see progress students are making on SIP goals. This affords SAC members the opportunity to give feedback and input on the impact SIP goals have on student achievement at Bauder.  At every SAC meeting input and feedback is collected. The SAC goes through each goal and provides their feedback on the goals . | |  |  | | |
| 3  DOE | 1. Describe the activities of the SAC for the upcoming school year.   The Bauder SAC will meet nine times during the school year. Bauder’s SAC gives input and feedback involving the Bauder SIP and votes for its approval. Bauder SAC also votes on earned school recognition monies. Bauder SAC gives feedback on monthly Data and Tech reports and gives input into decisions and discussions regarding the many concerns of an elementary school. SAC has had a voice in safety concerns, facility concerns, budget concerns and decisions, feedback for district and school initiatives and provides a community sounding board for school decisions. Bauder’s SAC is a valuable contributor to the sense of community at Bauder. They have accepted the challenge of making the transition to middle school from elementary school an easier process for students and families. Each spring Bauder SAC sponsors the Transition to Middle School program for our school community. This includes all the feeder schools to Seminole Middle School and the principal and members of the middle school staff. Bauder SAC is also committed to building a Community Eco-System of schools in the Seminole Community. Nine community schools, elementary through high school , have joined together to meet and work as a community of learners and educators to better serve the children in this community. This is an ongoing work and will continue through the 2014-2015 school year. The Bauder SAC chair and principal are part of the Pathways committee in regards to this work. This committee meets to help support the transition of students from grade to grade and setting to setting within the educational experience. | | Narrative |  | | |
| 4  DOE | 1. Describe the projected use of school improvement funds and include the amount allocated to each project. If funds are allocated money will be encumbered to send the Bauder 5th graders on a College Day Estimated cost will be $350.00   Editing and refining of the SIP. Paying SIP managers to assist in the editing, refinement of the Bauder School Improvement Plan and to review the data from 2013-2014 school year to maintain an upward trend in data.  Pay for Professional Developer to train ELA teachers in FLORIDA STANDARDS & AIR test specifications. $300.00  Hourly pay to highly qualified instructor for additional support and differentiation of instruction for students. $22.00 per hour X 37 days X 4 hours = $3, 256.00 | | Narrative |  | | |
| 3  Legist | 4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below:   * Yes, we are in compliance. X * No, we are not in compliance. | | Narrative |  | | |
|  | 5. If no, describe the measures being taken to comply with SAC requirements. NA | | Narrative |  | | |
| All | **C. Leadership Team** | |  |  | | |
| All | **Membership** | |  |  | | |
|  | 1. Identify the name, email address and position title for each member of the school leadership team and their duties  Perri Dodaro – K Teacher – [proffittd@pcsb.org](mailto:proffittd@pcsb.org) – represents Kindergarten teachers, Students and families on Leadership  Kim Hunt – 1st grade teacher – [huntk@pcsb.org](mailto:huntk@pcsb.org) -– represents 1st grade teachers, Students and families on Leadership  Julie Buoniconto – 2nd grade teacher – [buonicontoj@pcsb.org-](mailto:buonicontoj@pcsb.org-) – represents 2nd teachers, Students and families on Leadership    Ashley McIntosh – 3rd grade teacher – [mcintosha@pcsb.org](mailto:mcintosha@pcsb.org) - – represents 3rd grade teachers, Students and families on Leadership  Rangel Dockery – 4th grade teacher – [dockeryr@pcsb.org](mailto:dockeryr@pcsb.org) - – represents 4th grade teachers, Students and families on Leadership    Penny Coraggio – 5th grade teacher – [coraggiop@pcsb.org](mailto:coraggiop@pcsb.org) -– represents 5th grade teachers, Students and families on Leadership  Lynn Jennings – ESE/Guidance – [jenningsl@pcsb.org](mailto:jenningsl@pcsb.org) – represents ESE teachers and support staff  Kim Pearson – Specialist/Technology – [pearsonk@pcsb.org](mailto:pearsonk@pcsb.org) – Represents specialists & office staff  Dale Jenrette – Science – [jenretted@pcsb.org](mailto:jenretted@pcsb.org) – Content Area Representative  Sally Burks – Gifted - [burkss@pcsb.org](mailto:burkss@pcsb.org) – Gifted Student , Enrichment & Parent Representative  Tim Slaughter – AP – [slaughter@pcsb.org](mailto:slaughter@pcsb.org) - Administrator  Lisa Bultmann – Principal – [bultmannl@pcsb.org](mailto:bultmannl@pcsb.org) - Administrator | |  |  | | |
| 3 | For each of your school’s administrators (principal and all assistant principals), complete the following fields: | |  | Executive Summary: Section 1 | | |
|  | 1. Name Principal: Lisa Bultmann 2. Assistant Principal: Timothy Slaughter | | Narrative | Executive Summary: Section 1 | | |
| 3 | b) Credentials (degrees and certifications)  PRINCIPAL:  BA – Florida State University  MA – University of South Florida Bible – (Grades 7-12)  Educational Leadership – (All Levels)  Elementary Education (Grades 1 – 6)  School Principal (All Levels)  Social Science (Grades 6 – 12)  Specific Learning Disabilities ( Grades K – 12)  ASSISTANT PRINCIPAL:  BA-New Hampshire College  University of South Florida  National Board Certification  Certified –Educational Leadership,  Behavior Disorders,  Elementay Education M.A. | | Narrative | Executive Summary: Section 1 | | |
| 3 | 1. Number of years as an administrator:   Principal:  10 years  d) Number of years at the current school;  4 years  Assistant Principal:  5 years – Number of Years at Current School – 4 years | | Narrative | Executive Summary: Section 1 | | |
| 3 |  | | Narrative | Executive Summary: Section 1 | | |
| ~~1,2,3~~ | ~~e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)~~ | | ~~DecisonEd/DW~~ |  | | |
| DOE | **D. Public and Collaborative Teaching** | |  | Executive Summary: Section 1 | | |
|  | 1. **Instructional** | |  |  | | |
|  | a) # of instructional employees - 62 | | DecisionEd/DW | Executive Summary: Section 1 | | |
| 3 | b) % receiving effective rating or higher | | Narrative |  | | |
| 3 | c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) – 100% | | Narrative | Executive Summary: Section 1 | | |
|  | d) % certified in-field, pursuant to Section 1012.2315(2), F.S. – 100% | | Narrative | Executive Summary: Section 1 | | |
| 2 | e) % ESOL endorsed - 33.9% | | DecisonED/DW | Executive Summary: Section 1 | | |
| 2 | f) % reading endorsed – 6.5% | | DecisionED/DW | Executive Summary: Section 1 | | |
| 3 | g) % with advanced degrees 33. 9% | | DecisionED/DW | Executive Summary: Section 1 | | |
| 3 | h) % National Board Certified – 3.3% | | DecisionED/DW | Executive Summary: Section 1 | | |
|  | i) % first-year teachers - 4.85%- | | DecisionED/DW | Executive Summary: Section 1 | | |
|  | j) % with 1-5 years of experience - 12.9 % | | DecisionED/DW | Executive Summary: Section 1 | | |
|  | k) % with 6-14 years of experience – 37.1% | | DecisionED/DW | Executive Summary: Section 1 | | |
|  | l) % with 15 or more years of experience – 45.2% | | DecisionED/DW | Executive Summary: Section 1 | | |
| 2,4 | 2. ***Paraprofessionals*** | |  | Executive Summary: Section 1 | | |
|  | a) # of paraprofessionals – Bauder does not have paraprofessionals. | | Narrative | Executive Summary: Section 1 | | |
|  | b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) – 100% | | Narrative | Executive Summary: Section 1 | | |
| 3 | 3. ***Teacher Recruitment and Retention Strategies*** | |  |  | | |
| 3 LEGIS | 1. Describe your school’s strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.   It is a honor to be a part of the Bauder staff and we seek to employ those that believe it is a great responsibility and an honor to work at Bauder. We work hard at Bauder to inform others of the good and hard work that the Bauder staff does to earn the high regard and respect that is associated with the Bauder reputation. Those that would chose to come to Bauder are informed regarding the work ethic and level of commitment that is expected of them to be a successful member of this staff. We interview teachers by teams knowing that collaboration, the ability to work as a team and one’s ability to build relationships and rapport are as important as the knowledge on brings regarding pedagogy and content areas. The hiring of effective, collaborative staff members is the primary responsibility of the building principal. But this is not done in isolation and the principal makes sure that a team of staff that will be most closely affiliated with recruits is a part of the recruitment process.  Bauder has a history of teachers that choose to stay at Bauder for most of their career. As indicated by Bauder’s climate survey the Bauder staff believe in the work that is being done at Bauder for students. The climate fosters collaboration and collegiality that brings instructional staff out of isolation and into a supportive environment where teachers support one another as they constantly work to improve their craft and student achievement. Bauder has a culture of recognition built upon paying attention to the strengths of its members and the community of which it is a part. It is a school where the success of children depends on the collaboration and work ethic of all the community. Bauder has a strong mentoring program . Bauder has a lead mentor in the building that meets with all new recruits monthly. We believe so firmly in the support of instructional staff and that the level of instruction is so closely related to student achievement that the master schedule is arranged in such a way that the mentor teachers at each grade level are provided the opportunity to be in a new recruits classroom each week to offer modeling, support and feedback. This allows new teachers the opportunity to observe high level instruction and get feedback from a teacher that is participating and understanding the practices needed to progress students.  Bauder uses a Professional Development Model based on Data, Standards and new district initiatives. | | Narrative | Standard 2: Governance and Leadership | | |
| 3 LEGIS | Describe the school’s strategies to encourage positive working relationships between teachers, including collaborative planning and instruction. **Block Scheduling**:Bauder has a strong history of positive working relationships among staff. The block master schedule affords grade level teams opportunities during the school day to meet and collaborate as professionals.  EXTENDED DAY: Bauder instructional staff have also voted to rearrange school staff time so they can extend Wednesdays by one hour to provide extended time to meet and collaborate as teams.  PLCs: Bauder has strong teams that make many decisions about what works for the children they serve. This collaboration is done during PLCs that meet weekly to look at data sources, strategies, interventions, curriculum and lesson plans to make decisions.  KNOWING one Another: At Bauder we believe that knowing one another assists in building a strong rapport that is needed to work well together. Both informal and formal opportunities are provided to facilitate this. Bauder teams have an opportunity to meet once a month after school for school socials and once a month on campus for a monthly social.  RECOGNITIONs: Bauder staff also have opportunities each day to recognize each other for the contributions they make to Building Success at Bauder. This is done through the recognition board and each month names are selected from the board for incentives. | |  |  | | |
| 3 | 4. ***Teacher Mentoring Program/Plan*** | |  |  | | |
| 3  DOE | 1. Describe your school’s teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.   Bauder has a strong mentoring program . Bauder has a lead mentor in the building that meets with all new recruits monthly. Bauder has two district Demo teachers that are used to model and demonstrate as well as teacher mentors. We believe so firmly in the support of instructional staff and that the level of instruction is so closely related to student achievement that the master schedule is arranged in such a way that the mentor teachers at each grade level are provided the opportunity to be in a new recruits classroom each week to offer modeling, support and feedback. This allows new teachers the opportunity to observe high level instruction and get feedback from a teacher that is participating and understanding of the practices needed to progress students.  Principal: Lisa Bultmann is the primary recruiter  Lead Mentor –Kelly Austin and Demo teacher.  1st grade – Demo Teacher - Denise Dupre  2nd Grade Mentor – Lisa Pier  3rd Grade Mentor – Kati Samon  5th Grade ( & school-wide literacy support) Mentor - Corey Depapa  Corey DePappa will mentor Michele Wanger & Eileen Duncan - new to 5th grade teacher at Bauder.  Kelly Austin will meet with Jan Krasowski a new art teacher to Bauder but with over 20 years teaching experience.  Corey DePappa is a 5th grade teacher. She served the district as a coach and is an expert in literacy curriculum. She will work closely with teams this year to support literacy professional development by modeling and meeting one day a week with teams for support. | | Narrative | Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning  Standard 5-5.2,5.5Using Results for Continuous Improvement | | |
|  | **D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)** | |  |  | | |
| 4 | 1. Describe your school’s data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.   Bauder’s school based problem solving processes for implementation and monitoring of the SIP and MTSS structures to address effectiveness of core instruction, resource allocation(funding & staffing) teacher support systems, small group and individual student needs.  Bauder believes in the use of the problem solving process to continuously improve our service to children. The Bauder MTSS’s team vision is Success for ALL! The membership of the MTSS team (includes student services, classroom teachers from each grade as PLC representatives that are once a month members, and three classroom teachers that are members of the MTSS team, guidance counselor, ESE staff, asst. principal and principal)meets two times per month with a timed, set agenda. Each meeting a member is assigned to bring relevant, specific data to the MTSS meeting relevant to the problem-solving focus of the meeting. The data includes Tier I, Tier II and /or Tier III data. Every member of the MTSS team is also assigned to sub-teams of the MTSS team and gives a mini or major report back to the MTSS team as to the progress or state of the area of focus for each sub-team. Sub-Teams are: attendance, bully/behavior, culture, progress monitoring, PLC, Tier I, Tier II, Tier III, \*SIP Goals,\* Administrative trend feedback.  The effectiveness of Tier I core instruction (Tier II/small group & III/ individual students, SIP goals and professional development is addressed through data analysis and feedback from the MTSS sub-committees. PLC feedback re: PLC notebooks, from each grade level provides relevant, timely feedback information and needs (resources/trainings) from the classrooms to be addressed through the MTSS. Progress monitoring of interventions for students in Tier II and Tier III interventions after the collection of 3/6 data points is studied at MTSS and shared with LLI and teachers. The MTSS team information is shared with teachers at PLCs regarding data point collections to analyze, and continue the connection between Tier I core instruction and Tier II/III interventions and needs for additional interventions, support for students or professional development for teacher(s). The MTSS team in coordination with grade level teams review data for placement of students in Walk to Achievement groupings and or change in interventions and supports regarding small group and/or individual support structures. Each month information from the MTSS team is shared at Grade Level PLCs and a report is given to the Bauder leadership team from members of the MTSS team and members of the leadership team that serve on the MTSS team bring information from leadership to the MTSS team. This structure provides lines of communication and connections among all the structures set up to collect and analyze data, make decisions based on problem-solving, align professional development and PLC agendas and to meet the needs of students using Tier I, Tier II and Tier III supports. | | Narrative | Standard 3-3.7: Teaching and Assessing for Learning | | |
| 4 | 1. Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP?   **Members of the MTSS Team at Bauder Elementary are:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **MTSS TEAM Member** | **POSITION** | **FUNCTION/Responsibility to TEAM** | **Data Analysis** |  | | **Lynn Jennings** | **Guidance Counselor** | **Bully Report/Behavior Report/Tier III Coordinator/Bauder Buddies/Minutes/Leadership Team Liaison** | **“** |  | | **Anna Annarelli** | **Diagnostician** | **Tier II Report/ PMP Report/ Tier III Academic Report** | **“** |  | | **Beth Kelzer** | **Social Worker** | **Attendance/ Tier III Behavior Support** | **“** |  | | **Mark Cresap** | **School Psychologist** | **Tier II/Tier III Academic/Behavior Intervention Support/Parent support** | **“** |  | | **Kelly Austin** | **Classroom Teacher** | **Culture/ PMP/WtA/ SIP Progress Literacy/ Leadership Liaison** | **“** |  | | **Denise Dupre** | **Classroom Teacher** | **Culture/ SIP Progress Mathematics** | **“** |  | | **Katie Samon** | **Classroom Teacher** | **Culture/ SIP Progress Literacy** | **“** |  | | **Jennifer Ulrich** | **Speech Pathologist** | **SWD Progress** | **“** |  | | **Tim Slaughter** | **Asst. Principal** | **Bully /Behavior Report/ Data Collection & Interventions Tier II & III/ELL progress** | **“** |  | | **Lisa Bultmann** | **Principal** | **Maintain the vision and focus of the team as a data-based decision making team and the ongoing building of consensus, infrastructure and implementation. Sets Agenda & Meetings/ Assigns committees and responsibilities, Tier I Florida Standards data,** |  |  | |  |  |  |  |  | | | Narrative | Standard 2-2.4: Governance and Leadership | | |
| 4 | 1. Describe the systems in place that the leadership team uses to monitor the school’s MTSS and SIP.   **Members of the MTSS Team at Bauder Elementary are:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **MTSS TEAM Member** | **POSITION** | **FUNCTION/Responsibility to TEAM** | **Data Analysis** |  | | **Lynn Jennings** | **Guidance Counselor** | **Bully Report/Behavior Report/Tier III Coordinator/Bauder Buddies/Minutes/Leadership Team Liaison** | **“** |  | | **Anna Annarelli** | **Diagnostician** | **Tier II Report/ PMP Report/ Tier III Academic Report** | **“** |  | | **Angela Tuckett** | **Social Worker** | **Attendance/ Tier III Behavior Support** | **“** |  | | **Dennis Apple** | **School Psychologist** | **Tier II/Tier III Academic/Behavior Intervention Support/Parent support** | **“** |  | | **Kelly Austin** | **Classroom Teacher** | **Culture/ PMP/WtA/ SIP Progress Literacy/ Leadership Liaison** | **“** |  | | **Denise Dupre** | **Classroom Teacher** | **Culture/ SIP Progress Mathematics** | **“** |  | | **Katie Samon** | **Classroom Teacher** | **Culture/ SIP Progress Literacy** | **“** |  | | **Jennifer Ulrich** | **Speech Pathologist** | **SWD Progress** | **“** |  | | **Tim Slaughter** | **Asst. Principal** | **Bully /Behavior Report/ Data Collection & Interventions Tier II & III/ELL progress** | **“** |  | | **Lisa Bultmann** | **Principal** | **Maintain the vision and focus of the team as a data-based decision making team and the ongoing building of consensus, infrastructure and implementation. Sets Agenda & Meetings/ Assigns committees and responsibilities, Tier I Common Core data,** |  |  | |  |  |  |  |  | | | Narrative | Standard 2-2.3,2.4: Governance and Leadership | | |
| 5 | 4.Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).  **Describe the data sources and management systems used to access and analyze data to monitor the effectiveness of core, supplemental and intensive supports in reading, mathematics, science, writing and engagement(behavior& attendance).**  **DATA Sources:**  **Reading:**  Running Record, Spelling Inventories, FAIR, District Assessments, AIR, SAT-10, Response to Reading, Journals, Reading Logs  **Writing:**  District Assessment, Student Product, AIR Writing, Journal, Response to Reading , Journals  **Mathematics:**  AIMS, CRTS, District Assessments, AIR Mathematics, Student Product, ST Math Data  **Science:**  District Assessment, Science Projects, Journals, CRTs  **Engagement:**  Positive Data Collection by MTTS team, Attendance data, CST data, Discipline Data | | Narrative | Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement | | |
| 4,5 | 1. Describe the plan to support staff’s understanding of MTSS and build capacity in data-based problem solving.   Bauder continues to improve the staff’s understanding of the MTSS and build the staff’s capacity to use data-based problem solving. For the 2014-2015 school year a plan has been set to train a teacher from each grade level as PLC facilitators to lead each grade level team in the process of data based problem solving using student product and student data. The grade level facilitators will become the experts at each grade level in the processes and tiered supports for Bauder. The agendas for weekly PLCs will provide for the facilitation of problem solving during weekly PLCs. We feel that this will bring the system & process closer to teachers and as it becomes embedded in weekly practice and the building of capacity. | | Narrative | Standard 3-3.11, 3.12: Teaching and Assessing for Learning  Standard 5-5.3:Using Results for Continuous Improvement | | |
| DOE | **E.** Ambitious Instruction and Learning | |  |  | | |
|  | 1. Instructional Programs and Strategies  a. Instructional Programs   * 1. Describe how the school ensures its core instructional programs and materials are aligned to the Florida Standards.   The state of Florida requires students to receive standards based instruction for all students attending public schools. For the 2014-2015 school year Florida students will receive instruction based on the Florida Standards. The Pinellas school district provides many materials and curriculum guides based on these standards. At Bauder each teacher has a notebook with the Florida Standards . Time is spent unpacking these standards and knowing what the expectations are in regards to these standards. Daily classroom instruction is driven through data analysis and these standards. Materials and curriculum is used to support the facilitation of learning and mastery of the Florida Standards. Walk-thoughs and feedback are used to monitor implementation and fidelity. | |  |  | | |
|  | 1. Instructional Strategies    1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.   The use of and analysis of data at Bauder is used to make instructional decisions and provide support for students that are not meeting expectations and for students that exceed expectations.  WTA – Bauder uses Walk to Achievement(a daily ½ hour block of time) to differentiate ELA instruction for every child in grades 1 -5. These children are served according to data indicators and receive support based on instructional need as indicated by ELA data sources. LLI (based on Reading Recovery) is used for students with the biggest gap. Jan Richardson’s Guided Reading Routine, Comprehension Strategy Kit, Book Clubs are used based on student indicators.  ST MATH: ST Math is used in mathematics to help build the conceptual understanding of mathematics standards . This program measures student understanding of specific concepts and then supports students through repetition of varied levels of support working towards mastery. Students that are experiencing difficulties in math as indicated by data are given extended time on ST Math through Bauder’s before or after-school Math Supports.  SMALL GROUP INSTRUCTION: Small Group instruction is used throughout the day to differentiate instruction for Bauder students. This affords teacher’s the opportunity to differentiate instruction based on student need in all areas of content and curriculum.  **Extending Time on Task and/or the Learning Day.** Bauder offers before and after school programs to support learning for students that struggle and extend learning for students that need enrichment.  **ENRICHMENT Groups –** Bauder believes that reaching students through their strength is so very important. Bauder has an Enrichment Model that provides learning through interest and passions for every child at Bauder.  **Gifted Education –** Bauder offers a very well developed program for students in the gifted program in order to meet their needs as learners.  **ESE Services –** Exceptional Student Services are offered for children that meet the criteria for ESE services. | |  |  | | |
|  | * 1. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:  1. Strategy type and description 2. Strategy purpose and rationale 3. Number of minutes added to the school year 4. Person(s) responsible for monitoring implementation of the strategy 5. Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy   The following Strategies and programs have been put in place at Bauder to increase the amount of learning time for students. Each of these strategies’ purpose and rationale is to increase student learning and success of students. These strategies meet the needs of students below grade level or to enrich student on or above grade level. The criteria used to measure progress is listed under criteria to qualify. This data is tracked to ensure progress is being made .   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | ***Content***  ***Area*** | ***Extended Learning Opportunities for Bauder Children***  ***(Strategy)*** | ***Criteria for Children to qualify*** | ***Sources of funding*** | ***Hours of Increased Exposure to Learning*** |  | ***Monitor***  ***Of Progress & Fidelity Checker*** | | **Mathematics**  **(Extended Day)** | Mathematics Homework Support/  Enrichment | FCAT Levels 1 & 2 / based on Classroom CRTs/CA/Diagnostic | ELM Enrichment | 1 hour per week for 10 weeks -January - April |  | Attendance taken  End of Program Data  Report – Burns, Bultmann | | **Reading**  **(Extended Day)** | 1st – 5th Grade- LLI-  Guided Reading (Jan Richardson) | Universal screening – R.R/ FAIR Data. Criteria for  Previous Year FCAT scores for 3rd & 4th Grade  (**Low Performers)** | ELM funds &  Bauder Booster funds | 8:00 – 8:30 a.m.  M,T,R, & F –  2 hrs per week increased instructional time |  | Weekly Monitor  /Reading Record, Maze,  LLI Teachers, Slaughter | | **Reading/Mathematics**  **(Extended Day)** | 2nd Grade | Two Star Readers & One Star Math Students | ELM Funds | 2 hours per week  January – April |  | Attendance taken-  Running Records Monitoring Result  ST MATH Monitoring  SMITH | | **Math Computer Lab for Strugglers**  **(Extended Day)** | Grades K – 5 (Extending the Learning Day | Deficient Indicator/Level 1/2  FCAT | ELM Funding  (Associates assigned as work hours) | 90 minutes per week |  | ST Math Monitoring System  Pearson | | **FCAT EXPLORER MATH/SCIENCE/Reading**  **ST MATH**  **(Extending the Day)** | Grades 3 -5  3:15 – 4:00 M, T, R, F  “Y” – 180 minutes | Attendance at “Y” | No funding  Use of Bauder Computer Lab | 180 minutes per week |  | Extended Time Learning  Pearson | | **Walk to Achievement**  **(During the Day)** | Differentiated Literacy Instruction for all Bauder Children | Instruction based on RR data & FAIR data | ELM funds for ELP teachers & classroom teachers | 2 hours per week |  | Tier II bi-monthly monitoring  Tier III weekly monitoring  Classroom teachers | | **Science**  **(During the Day)** | Differentiated Small Group Instruction  Review of tested grade 3 & 4 standards &  5th grade standards | All 5th grade science students  Differentiated by CA data | During the day  February to April – 7 weeks | Strugglers – 6 hrs per week  Enrichment  4 hours per week |  | FCAT test  Classroom teachers | | **ENRICHMENT** |  |  |  |  |  |  | | **Literacy- Meets once a month before school**  **Done online- BLOG** | Book Clubs  [Sunshine Readers & Author Studies  (Grades 3-5)-E-Readers, Kindles | Performance Level (R.R.)in Reading Meets or exceeds Level of texts **(High Performing readers)** | Media Specialist,  5th Grade Teacher | 14 books and Blogs  Approx. 2 hours per week |  | . This is based on the district model of The Battle of Books Model but Bauder is using higher than on grade level or above readers level text so it is an in -school function -  Pearson | |  |  |  |  |  |  |  | | **Reading** | Literacy Focused after School Support  Guided Reading ,Comprehension Strategies, Test Taking Skills | Retained Third Graders | Donated Time | 60 minutes per week increased instructional time |  | Monitored through Walk to Achievement Data and third grade portfolios  SMITH | | **Mathematics**  **(During School Day)** | Grades 1 – 5  (High Performing)  Problem Solvers | High performing Math Students based on Student Performance in class | Parent Volunteers trained by instructional staff | 30 minutes per week/during lunch |  | CRTS tracked through classroom teacher | | **Mathematics(After School)** | Grades 4 & 5  (High Performers/Enrichment) | Level 4 & 5 FCAT Scores | Teacher Trade Time/Teacher comes in ½ hour later two mornings per week and provides enrichment for 60 minutes per week to Level 4 & 5 FCAT. | 60 minutes per week |  | Increase or maintain of FCAT score  FOSS | | **STEM Group**  **(Extended Day)**  **After School** | Grades 4 & 5 | Diverse Demographics | District Grant DUKE | 60 minutes per week |  | DATA & Attendance Track  PIER | | **STEMeR Groups**  **(During the Day)** | Grades 1 & 2 | High Performers Science & Math | 2nd Grade Gifted Cluster Teacher | 40 minutes per week-  2 1st grade groups  2 – 2nd Grade Groups |  | Science CA & CRTs  PIER, Corman | | **PROGRAMING**  **(Extended Day – HTLM-Programing)-After School** | 60 minutes of Programing Skills | Level 5 –FCAT 4th & 5th Grade | Extended Learning  Funds-Enrichment | 60 minutes per week 15 weeks |  | FCAT results  Pearson | | **CHESS CLUB**  **(Extended Day)-After School** | GRADES 3 - 5 | Application |  | 120 minutes per month |  | Burks |   This used to be letter E: **Increased Learning Time/Extended Learning Opportunities** | | Narrative | Standard 3-3.1, 3.12: Teaching and Assessing for Learning | | |
|  | Student Transition and Readiness  * 1. PreK-12 Transition      1. Describe strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.   2. Kindergarten Transition:   **PRESCHOOL TRANSITION:**  Bauder provides tours during the month of May for families of incoming Kindergarten students. This affords parents and children the opportunity to familiarize themselves with the Bauder campus and to actually see what Bauder Kindergarten classes are like. The Bauder principal leads the tours and speaks with the parents about Bauder’s kindergarten program. One evening in May the Kindergarten team has a Transition to Kindergarten evening. This evening is for incoming Kindergarten parents and provides them with a great deal of information about what to expect in kindergarten, what the expectations are for kindergarten students and how parents can help prepare children for the kindergarten experience. The Bauder Kindergarten Team also uses one day in August before school begins to assess all incoming kindergarten students. This allows teachers to get to know incoming students and support their transition to kindergarten by knowing more about each child and where they are as they begin school. The week before school begins the principal and assistant principal have a new student orientation. This orientation is to assist families in getting necessary information needed when entering a new school. During the first month of school the kindergarten and preschool Bauder team have a picnic at a local park for all kindergarten students and families. This provides an opportunity for families to get to know one another as a school family so they can support one another as we all work together to foster a positive educational experience for each child entering school.  Transition to Middle School:  At Bauder, we believe that we are one part of the continuum, the elementary experience, on the educational pathway for each child. Each year in May we facilitate a Transition to Middle School evening for parents and students in 5th grade. This evening helps parents and students with their concerns and uncertainties as they travel the pathway from elementary to middle school. We also provide a day in May for students to visit middle school so that they can see what a day and the facility is like for middle schoolers. We also spend one week in May providing a Mock Middle school experience for our Bauder 5th graders. This opportunity allows them to experience a schedule with seven periods, a locker with a lock and many other middle school experiences that children do not have in the elementary setting. We believe that these experiences help to transition our 5th graders to the middle school experience in a positive way. | | Narrative | Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning | | |
|  | This section is required for secondary schools. | |  |  | | |
| 1  LEGIS | College and Career Readiness  1. Describe the strategies the school uses to support college and career awareness. | | Narrative | Standard 3-3.5: Teaching and Assessing for Learning | | |
|  | Describe how the school integrates vocational and technical education programs. | |  |  | | |
| 1  LEGIS | 1. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S. | | Narrative |  | | |
|  | **F. Literacy Leadership Team (LLT)** | |  |  | | |
| 2 | 1. 1. Identify the name, email address and positions titles of the members of your school-based LLT in accordance with Rule 6A-6.053(3), F.A.C.   Kelly Austin – [austink@pcsb.org](mailto:austink@pcsb.org) Chair, (4th grade)  Perri Dodaro – K member – [dodarop@pcsb.org](mailto:dodarop@pcsb.org)  Indra Ferry – K member – [ferryi@pcsb.org](mailto:ferryi@pcsb.org)  Kim Hunt – 1st Grade member – [huntk@pcsb.org](mailto:huntk@pcsb.org)  Julie Buoniconto – 2nd grade member – [buonicontoj@pcsb.org](mailto:buonicontoj@pcsb.org)  Ashley McIntosh – 3rd grade member – [mcintosha@pcsb.org](mailto:mcintosha@pcsb.org)  Corey DePappa – 5th grade member – [depappac@pcsb.org](mailto:depappac@pcsb.org)  Sally Burks – Gifted – [burks@pcsb.org](mailto:burks@pcsb.org)  Ellen Ludlow – Speech [ludlowe@pcsb.org](mailto:ludlowe@pcsb.org)  Lisa Bultmann – administrator [–bultmannl@pcsb.org](mailto:–bultmannl@pcsb.org) | | Narrative | Executive Summary: Section 1 | | |
| 2 | 1. 2. Describe how the school-based LLT promotes literacy within the school. 2. The Bauder Literacy leadership Team has been an integral part of literacy and literacy development and professional development at Bauder. 3. 1. Training for the literacy hourly teachers is provided and overseen by the Literacy Leadership team members. 4. 2. WTA-Walk to Achievement data collection, analysis and dates is overseen by the LLT. 5. 3. Unpacking of Literacy standards is facilitated at grade level teams by the LLT members. 6. 4. Celebrations such as Dr. Seuss Day, Reading Celebrations, Read-A-Thons are over seen by the LLT. 7. 5. Allocation of the Referendum dollars for reading are overseen by the LLT. | | Narrative | Executive Summary: Section 1 | | |
| 2 | 1. What will be the major initiatives of the LLT this year?   For the 2014 -2015 school year the LLT will oversee:   * + - 1. The shift from ELA Common Core standards to Florida Standards.       2. The facilitation of the study of the test specifications from FCAT 2.0 to AIR       3. Reading Celebrations       4. Walk to Achievement – Progress Monitoring and movement of children based on data.       5. Overseeing allocation of Reading referendum funds. | | Narrative | Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning | | |
| 1,2 | **G. Every Teacher Contributes to Reading Improvement** | |  |  | | |
|  | This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S. | |  |  | | |
| 1,2 | 1. Describe how the school ensures every teacher contributes to the reading improvement of every student. | | Narrative | Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning | | |
|  | **Part II: Expected Improvements or Needs Assessment (Step Zero)** | |  |  | | |
|  | For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.  Schools are required to review performance and early warning systems data in order to develop strategic goals and associated data targets (SMART goals) for the coming school year in context of the school’s greatest strengths and needs. This path of inquiry is referred to as “Step Zero” as it is the pre-work necessary to prepare for the 8-step planning and problem-solving process, which is captured in Section K. | | | | | |
|  | **A. Area 1: Reading** |  | |  | | |
|  | *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* |  | |  | | |
| 1 | Students scoring at Achievement Level 3 - 29.2% | DecisionED/DW | | Assessment Matrix | | |
| 1 | Students scoring at above Achievement Level 4 – 47.0% | DecisionED/DW | | Assessment Matrix | | |
|  | *b) Florida Alternate Assessment (FAA)* |  | | Assessment Matrix | | |
| 1 | Students scoring at Levels 4, 5, and 6 - 0 | DecisionED/DW | | Assessment Matrix | | |
| 1 | Students scoring at or above Level 7 – 4 | DecisionED/DW | | Assessment Matrix | | |
|  | *c) Learning Gains* |  | |  | | |
| 1 | Students making learning gains (FCAT 2.0 and FAA) - 75% | DecisionED/DW FCAT 2.0 only | | Assessment Matrix | | |
| 1 | Students in lowest 25% making learning gains (FCAT 2.0) – 81% | DecisionED/DW | | Assessment Matrix | | |
|  | *d) Comprehensive English Language Learning Assessment (CELLA)* |  | |  | | |
| 1 | Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) -50% | DecisionED/DW | | Assessment Matrix | | |
| 1 | Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) – 33.3% | DecisionED/DW | | Assessment Matrix | | |
| 1 | Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) – 33.3% | DecisionED/DW | | Assessment Matrix | | |
|  | *e) Annual Measurable Objectives (AMOs)* |  | |  | | |
| 1 | Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA  **Level 3 or Higher FCAT – AMO Subgroups for Bauder Elementary in Reading**  Asian - 87.5% AMO Goal for 2014 - 2015  Hispanic – 67.9% AMO Goal for 2014-2015 – 86 %  SWD – 34.6% AMO Goal for 2014 – 2015 – 71%  Black – 12.5% AMO Goal for 2014 -2015 – 75%  ED – 69.9% AMO Goal for 2014 – 2015 – 83%  White – 77.4% AMO Goal for 2014 -2015 – 87%  All FAA tested students at 100% in subgroup data | DecisionED/DW FCAT 2.0 only | | Assessment Matrix | | |
|  | *f) Postsecondary readiness* |  | |  | | |
|  | The following data shall be considered by high schools. |  | |  | | |
|  | *4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.* | DecisionED/DW | | Assessment Matrix | | |
|  | **Goal 1 to support target(s): Each student will be an evidenced-based, independent thinker, and problem solver across ALL content areas by, reading, speaking/listening, and writing about text (on or above grade level), and /or with -in a text set(with a variety of genres, multi-media and/or other sources to increase the following Targets by June 2015 as indicated by the 2014-2015 ELA State test.**  **TARGETS:**To increase the percentage of students scoring on proficient level on state standardized test in reading from 29. 3% to 35%. To increase the percentage of students scoring above proficiency from 47% to 52%. Total 87% at or above grade level in reading.  To increase the percentage of students with disabilities scoring on grade level from 34.6% to 71%.  To increase the percentage of Economically disadvantaged students scoring on or above grade level from 69.9 to 83%.  To increase the percentage of Black students scoring on or above grade level from 12.5% to 75%.  To increase the percentage of Hispanic students scoring on or above grade level from 67.9 % to 86%. | Narrative | |  | | |
|  | **Possible Data Sources to Measure Goal 1**:  Reading logs  Writing in Response to reading Journals  Running Records  District reading Assessment  Research tasks and projects (Student Work)  Reading Module Tasks and unit assessments created by the Pinellas district  DBQ – Student work (Grades 3 – 5 )  SAT – 10  ELA Assessments | Narrative  DecisionED | |  | | |
|  | **Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)**   1. **Writing in Response to Reading measured by rubrics with increasing proficiency.** | 2013-2014 Actuals | | **2014-2015 Targets** | | |
| **#**  **Black – 12.5%**  **ED- 69.9%**  **SWD – 34.6%**  **Hispanic 67.9%**  **White – 77.4%** | | **%**  **- -** | **#**  **Black – 70%**  **ED – 69.9%**  **SWD – 71%**  **Hispanic – 86%**  **White 87%** | **%** |
| 1. **DBQ – Student Work/Written summaries scored by rubrics** | **#** | | **%** | # | % |
| **3. District Reading Assessments & Running Records showing increasing proficiency** | **#** | | **%** | **#** | **%** |
|  | **Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)** |  | |  | | |
|  | **Action 1- All teachers will be trained to unpack ELA Florida Standards** | Narrative | |  | | |
|  | **Action 2- All teachers will meet together in training and PLCs to learn best practices and plan for effective instruction at their grade level. using Florida Standards.** | Narrative | |  | | |
|  | **Action 3- Members of the LLC team, teacher mentors, Demo teachers and videos from the Teachers Channel will be used to model lessons with effective strategies for implementation and planning using Florida Standards.** | Narrative | |  | | |
|  | **Action 4- - Teachers will meet in PLCs and use student data to differentiate and deliver instruction** | Narrative | |  | | |
|  | **Plan to Implement Action 1: : Instructional staff will vote on an extended day teacher schedule for the 2014-2015 school year to provide time for PLCs, training and planning on Florida Standards.** | Narrative | |  | | |
|  | **Plan to Implement Action 2: See Action 1** | Narrative | |  | | |
|  | **Plan to Implement Action 3: A schedule has been developed for class observations and visitations for modeling of lessons.** | Narrative | |  | | |
|  | **Plan to Implement Action 4: Teachers will be taught in Pre-school how to better access student data systems for decision making and aligning instruction and data.** | Narrative | |  | | |
|  | **B. Area 2: Writing** |  | |  | | |
|  | *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* | DecisionED/DW | | Assessment Matrix | | |
| 1 | Students scoring at or above 3.5 67% | DecisionED/DW | | Assessment Matrix | | |
|  | *b) Florida Alternate Assessment (FAA) -* |  | |  | | |
| 1 | Students scoring at or above Level 4 - 1 | DecisionED/DW | | Assessment Matrix | | |
|  | **Goal 2 to support target(s): Bauder teachers will use and teach through writing journals, prompted writings, written research, writing in response to reading and train students to use rubrics and develop rubrics to evaluate their writings during the 2014 – 2015 school year, This will be used to support proficient and above level data results on the 2014-2015 4th & 5th grade AIR ELA Test.**  **TARGETS:** Increasing the % of students scoring at grade level and above from 67% to 91%  Decrease the number of students scoring from below proficient 33% to 9%. | Narrative | |  | | |
|  | **Possible Data Sources to Measure Goal 2**: | Narrative  DecisionED/DW | |  | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**  **1.Student writing portfolios with writings edited as a result of rubric evaluation and feedback** | **2013-14** Actuals | | **2014-15 Targets** | | |
| **#** | | **%** | **AMO**  **Hispanic 100%**  **White 90%**  **ED – 84%** | **%** |
|  | 1. **Student writing portfolios with writings edited as a result of rubric evaluation and feedback** | **#** | | **%** | **#** | **%** |
|  | 3. **District Writing Assessments** | # | | % | # | % |
|  | **Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)** |  | |  | | |
|  | **Action 1- Teachers will study and unpack the FLORIDA ELA standards and test specifications to have a better understanding of expectations and level of complexity.** | Narrative | |  | | |
|  | **Action 2- Teachers will meet in PLCs to evaluate student journals to learn how to move journal writing in an increasingly complex direction aligned with common core.** | Narrative | |  | | |
|  | **Action 3- Teachers will meet in PLCs for professional development to train students how to write formal papers and/or research papers.** | Narrative | |  | | |
|  | **Action 4-** | Narrative | |  | | |
|  | **Plan to Implement Action 1: This will occur in Pre-school training with the provision of notebooks containing FL Standards and test Specifications.** | Narrative | |  | | |
|  | **Plan to Implement Action 2: : PLC facilitators and Literacy Leadership team will develop training to assist in the implementation of journal writing and evaluation at continuously higher levels to support common core standards.** | Narrative | |  | | |
|  | **Plan to Implement Action 3: PLC facilitators and Literacy Leadership team will meet to develop trainings in using note-taking for research paper development and writing formal and research writing and then train at grade level teams by PLC facilitators.** | Narrative | |  | | |
|  | **Plan to Implement Action 4:** | Narrative | |  | | |
|  | **C. Area 3: Mathematics** |  | |  | | |
|  | 1. ***Elementary and Middle School Mathematics*** |  | |  | | |
|  | The following data shall be considered by elementary and middle schools. |  | |  | | |
|  | *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* | DecisionED/DW | | Assessment Matrix | | |
| 1 | Students scoring at Achievement Level 3 - 99 student | DecisionED/DW | | Assessment Matrix | | |
| 1 | Students scoring at or above Achievement Level 4 – 138 students | DecisionED/DW | | Assessment Matrix | | |
|  | *b) Florida Alternate Assessment (FAA)* |  | |  | | |
| 1 | Students scoring at Levels 4, 5, and 6 - 0 | DecisionED/DW | | Assessment Matrix | | |
| 1 | Students scoring at or above Level 7 - 4 | DecisionED/DW | | Assessment Matrix | | |
|  | *c) Learning Gains* |  | |  | | |
| 1 | Students making learning gains (FCAT 2.0, EOC, and FAA) - 84% | DecisionED/DW FCAT 2.0 only | | Assessment Matrix | | |
| 1 | Students in lowest 25% making learning gains (FCAT 2.0 and EOC) - 90% | DecisionED/DW FCAT 2.0 only | | Assessment Matrix | | |
|  | *d) Annual Measurable Objectives (AMOs)* |  | |  | | |
| 1 | Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA  Level 3 or Higher in AMO GROUPS:  Black – 12.5%  Hispanic – 67.9%  SWD – 46.2%  ED – 71.3%  White-82%  Asian – 81.2%  FAA – 100% met proficiency | DecisionED/DW FCAT 2.0 only | | Assessment Matrix | | |
|  | 2. ***High School Mathematics*** |  | |  | | |
|  | The following data shall be considered by high schools. |  | |  | | |
|  | *a) Florida Alternate Assessment (FAA)* |  | |  | | |
| 1 | Students scoring at Levels 4, 5, and 6 | DecisionED/DW | | Assessment Matrix | | |
| 1 | Students scoring at or above Level 7 | DecisionED/DW | | Assessment Matrix | | |
|  | *b) Annual Measurable Objectives (AMOs)* |  | |  | | |
| 1 | Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA | DecisionED/DW FCAT 2.0 only | | Assessment Matrix | | |
|  | *c) Learning Gains* |  | |  | | |
| 1 | Students making learning gains (EOC and FAA) | DecisionED/DW | | Assessment Matrix | | |
|  | *d) Postsecondary readiness* |  | |  | | |
| 1 | *4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.* | DecisionED/DW | | Assessment Matrix | | |
|  | 3. ***Middle School Acceleration*** |  | |  | | |
|  | The following data shall be considered by middle schools. |  | |  | | |
| 1 | Middle school participation in high school EOC | DecisionED/DW | | Assessment Matrix | | |
| 1 | Middle school performance on high school EOC | DecisionED/DW | | Assessment Matrix | | |
|  | 4. ***Algebra 1 End-of-Course Assessment (EOC)*** |  | |  | | |
|  | The following data shall be considered for schools with students taking the Algebra I EOC. |  | |  | | |
| 1 | Students scoring at Achievement Level 3 | DecisionED/DW | | Assessment Matrix | | |
| 1 | Students scoring at or above Achievement Level 4 | DecisionED/DW | | Assessment Matrix | | |
|  | 5. ***Geometry End-of-Course Assessment (EOC)*** |  | |  | | |
|  | The following data shall be considered for schools with students taking the Geometry EOC. |  | |  | | |
| 1 | Students scoring at Achievement Level 3 | DecisionED/DW | | Assessment Matrix | | |
| 1 | Students scoring at or above Achievement Level 4 | DecisionED/DW | | Assessment Matrix | | |
|  | **Goal 3 to support target(s):**  **Goal 3 to support target(s): Each student will become a problem solver and fluent in math and mathematical standards of practice with the ability to write, speak and perform mathematical operations at grade level or above according to Florida Standards as measured by the 2015 Math State Assessment and to achieve the following targets by May 2015.**  **Targets: To increase the number of students scoring at proficiency from 33% TO 37%**  **To increase the number of students scoring above proficiency from 46% to 51%**  **To increase the number of students with disabilities scoring at or above proficiency from 46.2% to 71%**  **To increase the number of economically disadvantaged students scoring at proficiency from 71.3% to 81%**  **To increase the number of Hispanic students scoring at or above proficiency from 67.9 % to 84%.**  **To increase Black achievement on the state AIR Math test to 75% proficient.** | Narrative | |  | | |
|  | **Possible Data Sources to Measure Goal 3**: | DecisionED/DW | |  | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**  **1.S.T. Math Data**  2.  **SAT – 10 /FCAT Data & State Assessment /District Assessments/ Formative Assessments** | **2013-14** Actuals 431 Students | | **2014-15 Targets** | | |
| **Bl – 12.5%**  **Hispanic 67%**  **ED – 72%**  **SWD -46%**  **White – 82%** | | **52%** | **BL - 75%**  **Hisp. - 84%**  **ED-81%**  **SWD-71%**  **White-87%** | **%** |
|  | 3. **Student Product and S.T. Math Computer Based Program** | **#** | | **%** | **#** | **%** |
|  | 4. **Use of writing and speaking to communicate mathematical skill and knowledge in journals and oral speech as observed in walkthroughs** | # | | % | # | % |
|  | **Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)** |  | |  | | |
|  | **Action 1-- All math teachers will continue to have professional development and collaborate in PLCs led by PLC facilitators using videos and classroom peer observations, MFAS training, Lesson Planning training, Oral Conversation, Writing and Rubrics, Scales and Matrixes training based on the implementation of Mathematics Florida Standards.** | Narrative | |  | | |
|  | **Action 2- Teachers will use PLCs to work on planning lessons to use problem solving, writing, journaling and conversation to learn mathematical standards.** | Narrative | |  | | |
|  | **Action 3- Teachers will deepen their skill in facilitating the use of the eight mathematical practices to learn mathematical concepts and knowledge for students during Math PLCs.** | Narrative | |  | | |
|  | **Action 4- Teachers will develop math rubrics and scales during their grade level PLCs to assess and evaluate student learning as well as make decisions using student data for differentiation of math instruction , interventions and grouping.** | Narrative | |  | | |
|  | **Plan to Implement Action 1: All math teachers will train during bi-monthly Math PLCs using books, videos, conversation, and peer observation to use Common Core and bridge standards to align math instruction.** | Narrative | |  | | |
|  | **Plan to Implement Action 2: During Bi-monthly Math PLCs teachers will use the Math Flip Books, the New Math adoption, Common Core, and district curriculum guides to plan lessons using problem solving, writing, and conversation to build mathematical knowledge led by PLC facilitators.** | Narrative | |  | | |
|  | **Plan to Implement Action 3: : Bi-monthly math PLCs will be used for math teachers to continue to learn about the mathematical practices as processes for mathematical practice.** | Narrative | |  | | |
|  | **Plan to Implement Action 4: : PLC facilitators and classroom teachers will gather rubrics and meet in PLCs to discuss and develop rubrics/matrixes to measure learning and use student data to make decisions about differentiated math instruction and student interventions and groupings.** | Narrative | |  | | |
|  | **D. Area 4: Science** |  | |  | | |
|  | 1. ***Elementary and Middle School Science*** |  | |  | | |
|  | The following data shall be considered by elementary and middle schools. |  | |  | | |
|  | *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* |  | | Assessment Matrix | | |
| 1 | Students scoring at Achievement Level 3 – 40.6% | DecisionED/DW | | Assessment Matrix | | |
| 1 | Students scoring at or above Achievement Level 4 – 39.1% | DecisionED/DW | | Assessment Matrix | | |
|  | *b) Florida Alternate Assessment (FAA)* |  | |  | | |
| 1 | Students scoring at Levels 4, 5, and 6 - 0 | DecisionED/DW | | Assessment Matrix | | |
| 1 | Students scoring at or above Level 7 -100% | DecisionED/DW | | Assessment Matrix | | |
|  | 2. ***High School Science*** |  | |  | | |
|  | The following data shall be considered by high schools. |  | |  | | |
|  | *a) Florida Alternate Assessment (FAA)* |  | |  | | |
| 1 | Students scoring at Levels 4, 5, and 6 | DecisionED/DW | | Assessment Matrix | | |
| 1 | Students scoring at or above Level 7 | DecisionED/DW | | Assessment Matrix | | |
|  | 3. ***Biology 1 End-of-Course Assessment (EOC)*** |  | |  | | |
|  | The following data shall be considered for schools with students taking the Biology 1 EOC. |  | |  | | |
| 1 | Students scoring at Achievement Level 3 | DecisionED/DW | | Assessment Matrix | | |
| 1 | Students scoring at or above Achievement Level 4 | DecisionED/DW | | Assessment Matrix | | |
|  | **E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)** |  | |  | | |
| 1 | # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)  Bauder provides many STEM experiences for students.  **Science:**  Bauder uses the content of science as an attractor for our school. Bauder has the unique opportunity to provide students with a dedicated **Science Lab** experience . Every two weeks Kindergarten and first grade go to science lab and each week students in grades 2 – 5 go to the science lab and do hands-on experiments related to the NGSSS. They then use Science notebooking in their classrooms with their teachers to make connections with the science experiment and build knowledge in the science content area. Students also do many hands-on experiments in their classroom that help build mastery of scientific knowledge along with exposure to science content through text during the science content and literacy block.  **Participation: All Bauder students grades K – 5 participate in the lab.**  Each January Bauder holds the **Science EXPO**. Every 4th & 5th grade Bauder student does an individual Science Fair Project and each classroom, grades K – 3 does a classroom experiment. These are done using scientific method. All students are trained in this process and a parent information night is held in the fall. All grades 4 and 5 experiments are judged and given feedback using a rubric by the Science Honors Students at our neighboring high school. Science projects are put on display throughout the school building and outside science related organizations such as the Aquarium join us as we present the experiments to our families and the public on a January evening. It is a true celebration of science and student accomplishment.  **Participation: All Bauder students K – 5 participate in science projects. Attendance at the Science Expo is optional however, over 1000 people are usually in attendance.**  **SCIENCE CAMP**: Each summer Bauder offers a Science Camp experience to children leaving grades K – 5. Over 100 students each summer participate in this camp. Certified Bauder teachers select unit of interest to facilitate and children rotate from one experience/experiment to another throughout the science camp week.  **Participation: Over 100 students grades K – 5.**  Each **year field trips** are arranged that support science. The Waste and Recycling plant, the Clearwater Aquarium and the Science Center are yearly field trips that support science content.  **Participation: These are grade level field trips and participation includes all students at a specific grade level.**  **TECHNOLOGY:**  Bauder is committed to facilitating technology skills and knowledge for both students and staff.  **COMPUTER LABS/**Classes: Bauder has three computer labs. Bauders Media/Technology Specialist teaches classes each week in the computer lab. Every student at Bauder K – 5 has a class taught by her once a month. Classrooms teachers then bring their students to labs a minimum of once a week to integrate the use of technology skills with curriculum.  Bauder has purchased a school-wide K – 5 keyboarding program. This is to assist students in mastering keyboarding both at school and at home to meet the demands of CCSSS and real-world needs.  **Participation: All students K – 5 participate**  **ENRICHMENT GROUPS**: Programing Group after school.  **Participation: Available to all students in grades 4 & 5.**  **I-PADS/SMART Boards:** A classroom set of I-Pads is available for check-out by classroom teachers to use to facilitate content/curriculum enhancement.  **Participation: Available to all students**  **ELL: Netbooks** are provided for students to take home that fall into our EEL subgroup to enhance exposure to English and facilitate acquiring English language skills.  **Participation: Available to all Bauder students that are in the ELL subgroup**  **GIFTED TECHNOLOGY :** Students in the gifted program have access to a one-to one computers on their gifted day. This is used for research and in other ways to enhance their curriculum.  **Participation: Available to all students in the gifted program**  .  **MATHEMATICS:**  **Bauder staff believe that mathematical fluency and competence is important for all students.**  **ENRICHMENT GROUPS:**  **MATH SUPPORT GROUPS:** These groups meet after school two times a week for extra support. It is funded by district funds so the time is determined by funding each year. Teachers offer students extra support in strands of math that is indicated by student data.  **Participation:** Grades 3 – 5 teachers recommend students and parent request  **CHALLENGE MATH:** One of Bauder’s 5th grade math teachers oversees Challenge math with Bauder’s high performing 4th and 5th grade math students. Typically this group meets once a week for an extended time during the school year.  **Participation:** Varies  **MATH COMPETITIONS:** Bauder has excelled in math competitions in our district. Each year Bauder has 4th grade and 5th grade high performing math students meet with the gifted teacher and a 5th grade teacher to prepare for mathematics competitions that are available in our district.  **Participation:** These competitions limit participation. Typically, up to 20 Bauder students are involved with the competitions.  **STEM GROUPS:**  Bauder has STEM groups in 1st and 2nd grade. These groups meet once a week during the school day with a certified gifted teacher. Students are selected from high performing 1st and 2nd graders. The teacher facilitates experiences for these students involving science, technology, engineering and mathematics through experiment, text and activities. STEM groups will be added for third grade students during the 2014-2015 school year. These groups will be made up of high performing science and math students in third grade that are not served by the gifted program. These students will meet with a gifted teacher once a week and science, technology, engineering and mathematics through experiment, text and activities.  Bauder also has had the STEM Academy for 4th and 5th graders after school. This is made up of a demographic representation of students from intermediate grades that have expressed a strong interest in STEM. This group meets once a week and also participates in the STEM EXPO sponsored through the University of South Florida. | Narrative | | Standard 3-3.12: Teaching and Assessing for Learning | | |
| 1 | Participation in STEM-related experiences provided for students Participation is written under each category Area E section 1. | Narrative | | Standard 3-3.1: Teaching and Assessing for Learning | | |
|  | The following data shall be considered by high schools. |  | |  | | |
| 1 | Students enrolling in one or more *accelerated* STEM-related courses | DecisionED/DW | | Assessment Matrix | | |
| 1 | Completion rate (%) for students enrolled in *accelerated* STEM-related courses | DecisionED/DW | | Assessment Matrix | | |
| 1 | Students taking one or more advanced placement exams for STEM-related courses | DecisionED/DW | | Assessment Matrix | | |
| 1 | Passing rate (%) for students who take advanced placement exams for STEM-related courses | DecisionED/DW | | Assessment Matrix | | |
| 1 | CTE-STEM program concentrators | DecisionED/DW | | Assessment Matrix | | |
| 1 | Students taking CTE-STEM industry certification exams | DecisionED/DW | | Assessment Matrix | | |
| 1 | Passing rate (%) for students who take CTE-STEM industry certification exams | DecisionED/DW | | Assessment Matrix | | |
|  | **Goal 4 to support target(s): All students will participate in hands on science and use of science notebooking, content talk, content text and scientific method based projects to build a deep understanding of NGSSS in science as measured by science assessments and the 2015 Science State Test by May 2015 to increase the following targets:**  **Decrease Level 1s &2s from 20% to 15%**  **Decrease Level 3s from 41% to 35%**  **Increase Level 4s & 5s from 40% to 50%** |  | |  | | |
|  | **Possible Data Sources to Measure Goal 4**: | DecisionED/DW | |  | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**  1. **Science notebooks & journals** | **2013-14** Actuals | | **2014-15 Targets** | | |
| **Bl – 33.3%**  **His – 60%**  **White – 82%**  **SWD – 66.7%**  **ED – 83.3%** | | **%** | **BL- 80%**  **His – 80%**  **White – 85%**  **SWD – 80%**  **ED – 85%** | **%** |
|  | 2. **Science projects** | **#** | | **%** | **#** | **%** |
|  | 1. **CRTs** | # | | % | # | % |
|  | **Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)** |  | |  | | |
|  | **Action 1- - Teachers will continue training in the use of science notebooking/writng in science and rubrics to build scientific knowledge for students** |  | |  | | |
|  | **Action 2- Students will continue to be trained to use notebooking and rubrics to tie the science lab experiment/experience with content knowledge** |  | |  | | |
|  | **Action 3- - Increase the amount of time students spend in non-fiction science text by using more time during the reading block to draw information from scientific text,** |  | |  | | |
|  | **Action 4- Teachers spend time in PLCs developing essential text based questions, developing rubrics for science notebooks and science assessments.** |  | |  | | |
|  | **Plan to Implement Action 1: : PLC facilitators will study Dr. Chews work on writing/notebooking in science and lead PLCs in this study.** |  | |  | | |
|  | **Plan to Implement Action 2: Science lab teacher will lead PLCs in rubrics development and use for assessing student writing and notebooking in science.** |  | |  | | |
|  | **Plan to Implement Action 3: : Literacy leadership team will continue to work on use of non-fiction text and text based questioning and take their work to PLCs/staff meetings for training** |  | |  | | |
|  | **Plan to Implement Action 4:** |  | |  | | |
|  | The following data shall be considered by middle and high schools. |  | |  | | |
| 1 | Students enrolling in one or more CTE courses | DecisionED/DW | |  | | |
| 1 | Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses | DecisionED/DW | |  | | |
| 1 | Completion rate (%) for CTE students enrolled in *accelerated* courses | DecisionED/DW | | Assessment Matrix | | |
| 1 | Students taking CTE industry certification exams | DecisionED/DW | | Assessment Matrix | | |
| 1 | Passing rate (%) for students who take CTE industry certification exams | DecisionED/DW | | Assessment Matrix | | |
| 1 | CTE program concentrators | DecisionED/DW | |  | | |
| 3 | CTE teachers holding appropriate industry certifications | Narrative | | Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems | | |
|  | **G. Area 7: Social Studies** |  | |  | | |
|  | 1. ***Civics End-of-Course Assessment (EOC)*** |  | |  | | |
|  | The following data shall be considered for schools with students taking the Civics EOC. |  | |  | | |
| 1 | Students scoring at Achievement Level 3 | DecisionED/DW | | Assessment Matrix | | |
| 1 | Students scoring at or above Achievement Level 4 | DecisionED/DW | | Assessment Matrix | | |
|  | 2. ***U.S. History End-of-Course Assessment (EOC)*** |  | |  | | |
|  | The following data shall be considered for schools with students taking the U.S. History EOC. |  | |  | | |
| 1 | Students scoring at Achievement Level 3 | DecisionED/DW | | Assessment Matrix | | |
| 1 | Students scoring at or above Achievement Level 4 | DecisionED/DW | | Assessment Matrix | | |
|  | **Goal 5 (add other goals as needed) to support target(s):** |  | |  | | |
|  | **Possible Data Sources to Measure Goal 5**: | DecisionED/DW | |  | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**  1. | **2012-13** Actuals | | **2013-14 Targets** | | |
| **#** | | **%** | **#** | **%** |
|  | 2. | **#** | | **%** | **#** | **%** |
|  | 3. | # | | % | # | % |
|  | **Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)** |  | |  | | |
|  | **Action 1-** |  | |  | | |
|  | **Action 2-** |  | |  | | |
|  | **Action 3-** |  | |  | | |
|  | **Action 4-** |  | |  | | |
|  | **Plan to Implement Action 1:** |  | |  | | |
|  | **Plan to Implement Action 2:** |  | |  | | |
|  | **Plan to Implement Action 3:** |  | |  | | |
|  | **Plan to Implement Action 4:** |  | |  | | |
|  | **H. Area 8: Early Warning Systems** |  | |  | | |
| 3 | 1. ***Attendance*** |  | |  | | |
| 3 | Students tardy 10 percent or more, as defined by district attendance policy.  10% out of 822 out of 822 students. | DecisionED/DW | | Standard 5-5.2 Using Results for Continuous Improvement | | |
| 3 | b. Student attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension 10% out of 822 students | DecisionED/DW | | Standard 5-5.2 Using Results for Continuous Improvement | | |
|  | 2. ***Suspension*** |  | |  | | |
| 3 | a. Students with one or more referrals - 26 students | DecisionED/DW | | Standard 5: Using Results for Continuous Improvement | | |
| 3 | b. Students with five or more referrals – 1 student | DecisionED/DW | | Standard 5: Using Results for Continuous Improvement | | |
| 3 | c. Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. – 6 students | DecisionED/DW | | Standard 5: Using Results for Continuous Improvement | | |
| 3 | d. Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. - 0 | DecisionED/DW | | Standard 5: Using Results for Continuous Improvement | | |
| 3 | e. Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. – 4 students | DecisionED/DW | | Standard 5: Using Results for Continuous Improvement | | |
| 3 | f. Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. – 0 students | DecisionED/DW | | Standard 5: Using Results for Continuous Improvement | | |
| 3 | g. Students referred for alternative school placement – 0 students | DecisionED/DW | | Standard 5: Using Results for Continuous Improvement | | |
| 3 | h. Students expelled – 0 students | DecisionED/DW | | Standard 5: Using Results for Continuous Improvement | | |
|  | 3. ***Retention*** |  | |  | | |
| 1 | Students retained - #s –   * + - * 1. 2013-2014 Bauder students retained for the 2014-2015 school year:         2. K – 1 student         3. 1st grade – 4 students         4. 2nd grade – 1 student         5. 3rd grade – 4 students | DecisionED/DW | | Standard 5: Using Results for Continuous Improvement | | |
| 1 | * 1. Students with Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics   Bauder English Language ARTS Level 1s - 29 students w/ Level 1s (grades 3, 4 & 5)  Bauder Mathematics Level 1s - 24 students w/ Level 1s (grades 3,4 & 5) | DecisionED/DW | | Standard 5: Using Results for Continuous Improvement | | |
| 1  LEGIS | c. Students with one or more course failures in English Language Arts or mathematics | DecisionED/DW | | Standard 5: Using Results for Continuous Improvement | | |
| 1 | 1. Students in 3rd grade with one or more course failures on first attempt in core-curricula courses Students in 6th grade with one or more course failures on first attempt in core-curricula courses o Students in 9th grade with one or more course failures on first attempt in core-curricula courses   Bauder Third Grade Retained Students : 4 3rd grade Bauder students from 2013-2014 school year are retained. | DecisionED/DW | | Standard 5: Using Results for Continuous Improvement | | |
| 1 | e. Students off track for graduation based on credits required to date for their cohort | DecisionED/DW | | Standard 5: Using Results for Continuous Improvement | | |
| 1,3 | * 1. The number of students by grade level that exhibit each early warning indicator listed above   Kindergarten – 1 retained  First Grade – 4 retained  Second Grade – 1 retained  Third Grade – 4 retained  Fourth Grade – 0 retained  Fifth Grade – 0 retained |  | |  | | |
| 1,3 | g. The number of students identified by the system as exhibiting two or more early warning indicators |  | |  | | |
| 1,2,3 | h. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).  **CHILD STUDY TEAM**: Attendance Early Concerns are addressed by the Child Study Team. Student attendance is tracked and the Child Study meets every two weeks to track data, inform teachers of concerns, get teacher concerns and inform and meet with parents.  **THE MTSS TEAM**: Tracks academic and behavior data to provide tiered support for children in need.  **PLCs**: PLCs meet weekly. At each meeting is a data share. This provides tracking of student individual data. PLC facilitators attend an MTSS meeting each month to share individual student or team concerns with the student services team. These concerns are addressed and supports and additional interventions flow out from the student services team to teachers and children through this process.  AMO/MOU: Bauder has developed several strategies to better serve Bauder students in the African American AMO group. Bauder is also serving as the opportunity school for Fairmont Park Elementary. Bauder has put the following strategies in place to serve to close this achievement GAP.   1. Bauder has a mentor that meets monthly with African American students to provide support and guidance. The mentor provides motivational, inspirational and organizational support. 2. Bauder teachers travel to the neighborhood school that is located in the Opportunity Scholarship neighborhood to meet with families to provide support for students coming to Bauder outside their neighborhood school. 3. During the 2014 -2015 school year Bauder instructional staff will train & implement strategies related to culturally relevant curriculum. **This includes a focus on rigor and enrichment rather than remediation.** 4. **The Bauder guidance counselor will offer a support group for students to support organizational and study/homework habits.** |  | |  | | |
|  | 4. ***Dropout Prevention*** |  | |  | | |
|  | The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate, that school’s improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/. | DecisionED/DW assuming drop out codes are W22 and w15 | |  | | |
| 1 | a. Students dropping out of school, as defined in s.1003.01(9), F.S. | DecisionED/DW | | Standard 5: Using Results for Continuous Improvement | | |
| 1 | b. Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b) | DecisionED/DW | | Standard 5: Using Results for Continuous Improvement | | |
| 1 | c. Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. | DecisionED/DW | | Standard 5: Using Results for Continuous Improvement | | |
| 1 | d. Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) | DecisionED/DW | | Standard 5: Using Results for Continuous Improvement | | |
|  | **I. Family and Community Involvement** |  | |  | | |
|  | Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b). | Narrative | |  | | |
| 3,4,5 | Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities). |  | |  | | |
|  | a.Describe how the school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child’s progress. **1. Communication:** At Bauder we believe that education is a partnership between the school, the family and the student. We work very hard to make sure that we are in constant communication with families. At Bauder we provide a monthly newsletter, a monthly Seahawk Scoop, weekly telephone messages and e-mails to all families. We have a Bauder web site that is updated regularly and this year will be in an easier format for parents to use. Classroom teachers provides newsletters, e-mails, phone calls and daily use of agenda books to keep parents informed about what is taking place in the classroom. Bauder teachers communicate regularly regarding student progress. We take pride in knowing that no parent is “caught off guard” by their child’s grades or conduct. We also communicate with parents and families individually if a need is indicated. Bauder conferences with every family once a semester and we provide many opportunities for families to get involved with the extra school activities.  **2. Culture:** Bauder has over 20,000 hours of volunteer time A huge portion of that time represents families being part of the school day or part of after school hours activities. This supports the culture of Bauder which welcomes and encourages families to be part of their child’s educational experience at Bauder. We believe it is our responsibility to maintain a welcoming environment for all families. We work hard to make sure we have a respectful community for our children and families.  **3. Connections:** Bauder is very fortunate to be in a very supportive community. We use our community to make our students educational experience rich. At Bauder we try to connect with our families in such a way that they can use their gifts, talents and strengths to enrich the educational experience of all Bauder children. During the 2014-2015 school year we will connect with our parents ‘ strengths through enrichment groups, Great American Teach-In, mentoring opportunities, tutoring opportunities and many extra-curricular opportunities. Making connections through relationships is a huge part of making Bauder an inviting place for families. |  | |  | | |
|  | 1. Describe the process by which the school learns about the local community for the purpose of utilizing available resources to support student achievement.   Bauder sits in the middle of a neighborhood of schools that serve a very close-knit community. Bauder is fortunate that a very large percentage of the staff also are members of the community and know it well. Bauder gives back to the community. Bauder is not just a part of the community that takes, we regularly participate in our community and give back. Community service is valued at Bauder and we participate in a service project almost each month of the school year. As a result we are a valued member of the community and we support one another. For the 2014-2015 school year we have connected with a community church that is providing a mentor for our opportunity scholarship students , and adults that are skilled in specific areas to assist with our enrichment groups. We have also connected with our local high school and middle school to get support for students struggling in specific areas. The high school Science honors club assists us each year with judging our Science Fair projects. The middle school has over 20 students come each morning before middle school begins to assist Bauder teachers with classroom functions and student support. Our community organizations such as Kiwanis, Rotary and VFWs also honor our students and provide support. The administrator also attends Kiwanis meetings and reports about Bauder for that community organization. |  | |  | | |
|  | **J. Area 10: Additional Targets** |  | |  | | |
| 1-5 | This section is optional and may be used as needed for data targets in areas not already addressed in the SIP. Insert Goal Cells (e.g., under Social Sciences for Goal 5) as needed. |  | |  | | |
|  | **K. Problem-Solving** |  | |  | | |
| 1-5 | *Goals, barriers and/or strategies must specifically address any subgroup not meeting its AMO targets for the prior school year. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) must also be considered during this process.*  Develop implementation plans for the school’s highest-priority goals by engaging in a facilitated planning and problem-solving process. Use the following prompts to capture the process and plan components: | Narrative | |  | | |
| 1-5 | Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses.  Bauder is not meeting AMO’s in most subgroups in math and reading. The goal is to meet AMO targets in math and reading in all subgroups as indicated by the 2013-14 math and Reading FCAT. | Narrative | |  | | |
| 1-5 | Step 2: Brainstorm barriers that could prevent the school from achieving each goal.   1. Lack of differentiation of instruction 2. Insufficient data analysis as it ties to high yield strategies addressing specific data indicators. 3. Lack of materials that are appropriate leveled 4. Insufficient knowledge of Florida Standards 5. Insufficient cultural competence 6. Lack of variety of student product indicating mastery of learning | Narrative | |  | | |
| 1-5 | Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable).   1. Lack of differentiation of instruction 2. Insufficient knowledge of Florida Standards 3. Insufficient data analysis as it ties to high yield strategies addressing specific data indicators. 4. Lack of variety of student product indicating mastery of learning 5. Insufficient cultural competence 6. Lack of materials that are appropriate leveled aligned to Florida Standards | Narrative | |  | | |
| 1-5 | Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.   1. Lack of differentiation of instruction 2. Continued training in guided reading and small group or targeted mathematics instruction (PLCs) 3. Modeling of small group instruction in math and reading 4. MTSS team training PLC facilitators in Problem Solving Process for data analysis of assessments and student work. 5. Training in differentiation in student product, content 6. Insufficient knowledge of Florida Standards 7. Bauder Florida Standards’ notebooks used to study and plan during PLCs 8. Continued unpacking of standards 9. Continued study of what students should be able to do as a result of CCSS based instruction 10. Insufficient data analysis as it ties to high yield strategies addressing specific data indicators. 11. MTSS team training PLC facilitators in Problem Solving Process for data analysis of assessments and student work. 12. Educational Diagnostician working with PLCs to support the selection of interventions and strategies indicated by specific student data. 13. Flexible grouping to meet student needs 14. Lack of variety of student product indicating mastery of learning 15. Teacher training on varied indicators of student mastery of learning. 16. Teacher using rubrics and scales to measure or students self-assessment of learning 17. Insufficient cultural competence training 18. Pedro Neugro – Opportunities to Learn 19. Poverty Training 20. Lack of materials that are appropriate leveled aligned to Florida Standards 21. Increase in high interest reading materials (non-fiction) | Narrative | |  | | |
| 1-5 | Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.  Priority Strategies for Bauder to accomplish the goal of meeting AMO targets:   1. Continued training in guided reading and small group targeted mathematics instruction for differentiation(PLCs) 2. Continued study of what students should be able to do as a result of Florida Standards based instruction 3. MTSS team training PLC facilitators in Problem Solving Process for data analysis of assessments and student work. | Narrative | |  | | |
| 1-5 | Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.   1. Continued training in guided reading and small group or target mathematics instruction for differentiation (PLCs)   Who – (PLC facilitators)  Math Training: K- 2 Denise Dupre & Lisa Bultmann 3-5 – Lavana Burns & Lisa Bultmann  Reading Training. K- 2 – Kim Hunt, Corey DePappa, Tim Slaughter 3-5 –Corey DePappa & Kelly Austin  What: Small Group and targeted instructional strategy training in mathematics and reading  Where: Bauder Weekly PLCs & Classroom modeling by  When: Weekly PLCs & Staff Meetings   1. Continued study of what students should be able to do as a result of CCSS based instruction   Who: PLC Facilitators  What: Continued unpacking of standards for study of what students should be able to do tied to lesson planning through Florida Standards.  Where: PLCs meetings  When: Weekly PLCs & Staff Meetings   1. MTSS team training PLC facilitators in Problem Solving Process for data analysis of assessments and student work.   Who: Members of the MTSS team  What: Continue to train instructional staff re problem solving using student data, student work to align instruction with student needs, interventions and strategies.  Where. PLCs & Staff meetings  When.: Weekly PLCs, monthly staff meetings | Narrative | |  | | |
| 1-5 | Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).   1. Will be monitored by   Who: school administrators and trainers.  What: Monitoring the use of small group instruction and targeted instruction to meet AMO targets.  Where: Classrooms  When: Use of Walkthrough schedule for administrators (Weekly) –September - April   1. Continued training in guided reading and small group or target mathematics instruction for differentiation(PLCs)   Who – (PLC facilitators)  Math Training: K- 2 Denise Dupre & Lisa Bultmann 3-5 – Lavana Burns & Lisa Bultmann  Reading Training. K- 2 – Kim Hunt & Tim Slaughter 3-5 – Kelly Austin, Corey DePappa & Tim Slaughter  What: Small Group and targeted instructional strategy training in mathematics and reading  Where: Bauder Weekly PLCs & Classroom modeling by  When: Weekly :  & Staff Meetings   1. Will be monitored by   Who: PLC Facilitators & Administrators  What: Teachers providing opportunities for students to demonstrate mastery of CCSS  Where: Classrooms  When: Use of Walkthrough schedule. Weekly – September - April   1. Continued study of what students should be able to do as a result of CCSS based instruction   Who: PLC Facilitators  What: Continued unpacking of standards for study of what students should be able to do tied to lesson planning through common core.  Where: PLCs meetings  When: Weekly PLCs & Staff Meetings   1. Will be monitored   Who: Members of MTSS team – Educational Diagnostician & Guidance Counselor  What: Use of Problem Solving Cycle to make instructional and grouping decisions for students  Where: PLCs  When: September 2013 PLCs and support as needed after.   1. MTSS team training PLC facilitators in Problem Solving Process for data analysis of assessments and student work.   Who: Members of the MTSS team  What: Continue to train instructional staff re problem solving using student data, student work to align instruction with student needs, interventions and strategies.  Where. PLCs & Staff meetings  When.: Weekly PLCs, monthly staff meetings | Narrative | |  | | |
| 1-5 | Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).  : Bauder is not meeting AMO’s in most subgroups in math and reading. The goal is to meet AMO targets in math and reading in all subgroups as indicated by the 2013-14 math and Reading FCAT.  This goal will be progressed monitored through use of data collection (MTSS) and analysis(MTSS/PLCs) with decisions being made (SIP leadership team) regarding changes in TIER I –curriculum, instruction, environment or Tier II/III supports by MTSS team. Recommendations based on the study of data will be given to PLC facilitators to bring to instructional staff at PLCs. Implementation of recommendations will be monitored by walkthroughs with PLC, mentor, demo teacher support.  Who: Administrators, Mentors,  What: Progress towards AMO Targets  Where: PLCs, MTSS, Leadership, Classrooms  When: Everyday at Bauder | Narrative | |  | | |
|  | **Part III: Professional Development** |  | |  | | |
|  | For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity. | Narrative | |  | | |
| 1-5 | Related goal | Narrative | |  | | |
|  | Topic, focus, and content   1. Continued training in guided reading and small group mathematics instruction for differention(PLCs) 2. Continued study of what students should be able to do as a result of CCSS based instruction 3. MTSS team training PLC facilitators in Problem Solving Process for data analysis of assessments and student work. | Narrative | |  | | |
|  | Facilitator or leader   1. Continued training in guided reading and small group mathematics instruction (PLCs) –   Trainers, Math – Denise Dupre, Lavana Burns, Lisa Bultmann  Trainers Reading: Kim Hunt, Kelly Austin, Tim Slaughter, Corey DePappa   1. PLC facilitators : K – Perri Dodaro 1st Denise Dupre, 2nd Debbie Smith, 3rd Lisa Pier, & Robin Dockery, 4th Kelly Austin, & Jenny Courchene 5th Lavana Burns & Corey DePappa | Narrative | |  | | |
|  | Participants (e.g., Professional Learning Community, grade level, schoolwide)   1. All classroom instructional staff will participate in these trainings. 2. All classroom instructional staff will participate in PLCs 3. All classroom teachers and MTSS team/ | Narrative | |  | | |
|  | Target dates or schedule (e.g., professional development day, once a month)   1. Two times a month 2. 4 times a month at PLCs 3. One time per month | Narrative | |  | | |
|  | Strategies for follow-up and monitoring   1. Walkthroughs & feedback 2. Learning matrixes and rubrics for CCSS/assessments aligned to CCSS 3. MTSS team study of PLC notebooks for use of Problem Solving Method to make decisions. | Narrative | |  | | |
|  | Person responsible for monitoring | Narrative | |  | | |
|  | **Part IV: Coordination and Integration** |  | |  | | |
| 4  LEGIS | Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.  Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.  Bauder Elementary Schools funds are coordinated to promote highest student achievement for all students. Federal funding at Bauder is primarily used in the service of students receiving ESE services. Each year an administrator at Bauder signs a document stating that this funding is used for the sole purpose of serving and supporting our students with disabilities. State funds are coordinated through the district and are generated through Bauder’s student enrollment. The allocation of these funds are primarily designated categorically through the district and are spent, coordinated and aligned with the district’s strategic direction. For the 2013-2014 school year the district has allocated ELP funds and SIP funds, and discretionary budget funds to be spent at the school level. The allocation of these funds are described under Part V budget in this document. | | | | | |
|  | **Part V: Budget** |  | |  | | |
|  | Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including: | Narrative | |  | | |
| 4 | 1. Related goal-   Goal A in section K – Meet AMO Target in Math and reading as indicated by 2013-14 Math & Reading FCAT. | Narrative | |  | | |
| 4 | 1. 2. Strategy - Continued training in guided reading and small group mathematics instruction for differentiation (PLCs) 2. Continued study of what students should be able to do as a result of CCSS based instruction   MTSS team training PLC facilitators in Problem Solving Process for data analysis of assessments and student work. | Narrative | |  | | |
| 4 | 3.Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)   1. Continued training in guided reading and small group mathematics instruction for differentiation (PLCs)   Go Math  Journeys  District modules and curriculum guides  Continued training (Jan Richardson) Number Talks & CD, Van de Walle, Julie Dixon Training,  Teaching Channel for models,  Data Analysis training to build small groups for instructional purposes.  Think – Central   1. Continued study of what students should be able to do as a result of Florida Standards based instruction   Florida Standards & Test Specifications notebooks  Math Fl. Standards & Test Specification Books  Teaching Channel  Adopted curriculum  LLC Cadre Training  Close Reading Training  Text Dependent Questioning  Annotation of text  Mathematical Standards of practice   1. MTSS team training PLC facilitators in Problem Solving Process for data analysis of assessments and student work.   MTSS team members  District Training in Problem Solving for classroom teachers  Decision ED  EDS | Narrative | |  | | |
| 4 | 1. Description of resources   **Human Resources**:  District Trainers in Math, reading, Problem Solving  Demo Teachers at Bauder  PLC facilitators  Bauder Administrators  Hourly Teachers to assist in small groups to differentiate instruction for students  **Professional Development** Differentiation training  Close Reading  Text Dependent Questioning, Annotation of Text , ST Math, Planning Backwards | Narrative | |  | | |
| 4 | 1. Funding source   The district has provided funding that is being used for the study of Bauder data and the development of goals aligned to student success..  ELM funds (provided by the district) will be used to support struggling readers and math students by extending time on task before and/or after the school day. Bauder classroom and hourly teachers will provide support for students that are below expectations.  Enrichment groups will be used to support all Bauder students. Bauder’s STEMER groups will be provided with materials and supplies needed to advance learning. Funds will also be used to support Bauder’s Challenge math groups, Bauder’s Super Scientist Teams, and the gifted program at Bauder. | Narrative | |  | | |
| 4 | 1. Amount needed   . Looking at FCAT Data, Bauder has 88 students in math and 101 students in reading testing below grade level in Grades 3 – 5. The opportunity to increase their time on task would support their achievement and assist in closing the gap between expectation and actual level. SAT- 10 data indicates that Bauder had 21 1st graders at basic in reading and \_10\_\_in math. 2nd grade Sat 10 data indicates 14 2nd graders at basic in reading and \_11\_\_ at basic in math. Bauder will continue to work to differentiate instruction within the school day and in each classroom. However, extending the school day and time on task would greatly assist in supporting the gap for these students. Bauder has been allotted  $ 32,000.00 through district funds. These funds will be primarily used for differentiation of instruction through small groups and extended time on task. . | Narrative | |  | | |
|  | **Part VI: Mid-Year Reflection** |  | |  | | |
|  | This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK. |  | |  | | |
| 1-5 | 1. Has the goal been achieved? | Narrative | | Standard 5: Using Results for Continuous Improvement | | |
| 1-5 | 2. If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal? | Narrative  DecisionED | | Standard 5: Using Results for Continuous Improvement | | |
| 1-5 | 3. If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced? | Narrative  DecisionED | | Standard 5: Using Results for Continuous Improvement | | |
| 1-5 | 4. If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed? | Narrative  DecisionED | | Standard 5: Using Results for Continuous Improvement | | |
| 1-5 | 5. If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP. | Narrative | | Standard 5: Using Results for Continuous Improvement | | |