

School Improvement Plan

2015-2016

Bauder Elementary

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Superintendent



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School Improvement Plan

PART I CURRENT SCHOOL STATUS

Section A School Information

School Name Bauder Elementary	Principal's First Name Lisa	Principal's Last Name Bultmann
School Advisory Council Chair's First Name Jesse	School Advisory Council Chair's Last Name Coraggio	

SCHOOL VISION - What is your school's vision statement?

Building 100% Success with Quality and Honor.

SCHOOL MISSION - What is your school's mission statement?

Preparing all students for on or above level work in middle school and beyond by collaborating as educators and a community.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

a. 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 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 Monday mornings we will have the Enriching Children’s Program. This connects children with their talent, strength and passion and members 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 continues the Hello Project for the 2015 -2016 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 that 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.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

b. 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

CHARACTER 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/SAY SOMETHING 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.

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.

c. 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

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.

d. 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.

PART I**CURRENT SCHOOL STATUS****Section B****School Advisory Council (SAC)****SAC MEMBERSHIP** - Identify the name and stakeholder group for each member of the SAC ?

Add Member

Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Jesse	Coraggio	Parent(Chair)
Patty	Gaston	Support Staff (Sec)
John	Rice	Parent
Karl	Weimer	Parent
Lori	Levine	Parent
Kristy	Rissin	Parent
Charon	Belford	Instructional Staff
Penny	Coraggio	Instructional Staff
Alicia	Suttrich	Instructional Staff
Lisa	Bultmann	Staff (Principal)
Kylie	Willis	Community

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

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 goal created in Part II.

Mid-Year Progress Report:

Goal Area 1

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%.

Asian - 87.5%

Hispanic - 67.9%

SWD - 34.6%

Black - 12.5%

ED - 69.9%

White - 77.4%

I. Has the goal been achieved?

The measurement (ELA state Test) used to assess this goal has not been administered to date. Data indicates that Bauder students are making the following incremental progress in meeting proficiency on ELA standards as set by Goal 1 Targets under question 2.

II. 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? State tests have not been administered at this date.

Incremental collection of Data indicates the following:
Mid – Year Running Record Data for grades K – 5 indicates:

ELA assessment data indicates: 548 students tested on Module B –Grades 1 – 4 & 88 tested on Cycle 1 in Kindergarten a total of 13% were on Red, 21% were on Yellow and 66% were on Green.

GRADES Red Yellow Green

K 6% 27% 55%

1st 7% 17% 77%

2nd 18% 35% 64%

3rd 18% 8% 79%

4th 13% 21% 66%

5th

III. 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?

Bauder has worked to reduce the barriers towards meeting reading targets and goals by committing to the following to decrease barriers toward achieving Goal1. The Barriers have been greatly reduced by And Bauder has seen much progress in eliminate.

1. Barrier- Insufficient Knowledge of Florida Standards

To Address this Barrier: The Bauder staff has spent many PLCs and trainings led by Kelly Austin/Lisa Pier/Corey DePappa and PLC facilitators in unpacking the FL Standards. This has provided teachers time and opportunity to understand and know the standards they teach.

2. Barrier – Time to effectively Collaborate & Plan

To address this Barrier – The Bauder staff voted to extend Wednesdays 2:45 – 4:00 p.m. for PLCs to collaborate and plan. This has afforded the staff extended TIME to collaborate and plan.

3. Barrier: Lack of support for professional development/coaching

To address this Barrier: Bauder has assigned teacher experts in specific areas and teachers receive training and support from these teachers. Teachers also sign up to visit other classrooms to observe and study. This affords teachers the opportunity to grow professionally.

4. Barrier: Insufficient Training in use of data systems to collect and study data.

To address this barrier. Bauder has held four trainings on the use of Performance Matters to assist teachers in its use to collect and use this data system to drive instruction. This has allowed teachers to use this system to make instructional decisions based on relevant data.

IV. 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?

The original strategies that were the focus of the 2014-2015 Bauder SIP have been implemented as designed with the exception of classroom visits and observations. The additional barrier of classroom coverage for this process to be embedded is a problem to be solved.

V. 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.

(EDITS : Bauder's targeted goal data is the FSA assessment data. We are moving forward with the SIP as written and will collect FSA data to measure trends and achievement towards targeted ELA goals.

Goal Area 2

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%.

I. Has the goal been achieved? No. The measure has not been administered as of this date.

II. 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?

State tests have not been administered at this date.

Progress has been made as indicated by the following data.

RED YELLOW GREEN

4th Grade 13% 21% 66%

5th Grade

5th Grade is write source data and we have not received this data yet.

III. 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?

1. Barrier: Teachers do not have sufficient knowledge regarding the "what"(standards) & depth of teaching writing aligned to expectations.

To address this Barrier: Teachers will study and unpack the FLORIDA ELA standards and test specifications to have a better understanding of expectations and level of complexity.

2.Barrier: Teachers do not take the time to use journals in a best practice way to move writing forward.

To address this Barrier: 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.

3. Barrier: Teachers need time to collaborate, to plan, to learn to assist students in writing to the new standards.

To address this barrier: Teachers will meet in PLCs for professional development to train students how to write formal papers and/or research papers

IV. 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?

Yes, we are using the original strategies.

V. 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.

Goal Area 3

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.

I. Has the goal been achieved? No. The measure has not been administered as of this date.

II. 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? State tests have not been administered at this date.

III. 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? Barriers are addressed by a vote by instructional staff to extend Wednesdays until 4:00 p.m. to facilitate PLCs and Professional Development. Schedules, and calendars have been provided to provide opportunities for staff to visit and observe other classrooms. Coverage for observations has been a challenge and is being facilitated by covering double classes or the use of planning block times.

IV. 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?

The original strategies are being implemented however, the data used for targeted goals has not been administered or collected yet.

V. 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.

Barriers:
To Address These Barriers: Barriers are addressed by a vote by instructional staff to extend Wednesdays until 4:00 p.m. to facilitate PLCs and Professional Development. Schedules, and calendars have been provided to provide opportunities for staff to visit and observe other classrooms. Coverage for observations has been a challenge and is being facilitated by covering double classes or the use of planning block times.

I. 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.

Barrier: Time & Coverage -

II. Teachers will use PLCs to work on planning lessons to use problem solving, writing, journaling and conversation to learn mathematical standards.

Barrier: Time

III. Math Teachers will deepen their skill in facilitating the use of the eight mathematical practices to learn mathematical concepts and knowledge for PLCs. Barrier: Content Knowledge

IV. 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. Barrier: Time & P.D.

Goal Area 4:

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:

Targets :Decrease Level 1s &2s from 20% to 15%

Decrease Level 3s from 41% to 35%

Increase Level 4s & 5s from 40% to 50%

Has the goal been achieved? No. The measure has not been administered as of this date.

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?

State tests have not been administered at this date.

The below data (Beginning of the Year 5th grade Diagnostic test & Cycle 2 district Science Assessment) indicates an upward trend in science data for Bauder 5th graders.

Science 2014-2015 Diagnostic Test Cycle 2 Science Assessment

5th Grade Red Yellow Green Red Yellow Green

43 82 25 11 50 95

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? Part of the Barrier #3 has been reduced because the district has written the Essential Questions.

1Barrier: Teachers have not had sufficient training to support strategies to support rigorous student learning in science. To address this barrier: Teachers will continue training in the use of science note-booking/writing in science and rubrics to build scientific knowledge for students.

2.. Barrier: The work Bauder has previously done in literacy has had a larger percentage focus on fiction. To address this barrier: Bauder is using a balance of 50% fiction/50% non-fiction text to support children's ability to draw information out of non-fiction text.

3. Barrier: Time to work on science related materials and planning for science instruction. To address this barrier. Teachers spend time in PLCs (voted on by staff to extend Wednesdays)developing essential text based questions, developing rubrics for science notebooks and studying science assessments.

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?

The original strategies are being implemented. Teachers use part of the Math/Science PLCs to look at, plan, train and research regarding science note - booking, writing, rubrics, picking non-fiction texts for instruction and studying science product and data.

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.

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.

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.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The SIP funds for the 2014-2015 school year were used to support and improve student achievement and teacher performance at Bauder.

\$ 566.00 of the funds were used to provide a college visit for Bauder's 5th graders. This supports the district vision of PREPARING ALL Students for COLLEGE and/or CAREER and the Bauder mission of preparing all students for middle school and beyond by collaborating as educators and a community.

\$150.00 - Kindle

\$ \$455.00 of the funds were used to provide TDEs for teachers to unpack state standards, collaborate and plan for delivery of instruction.

\$ 1400.00 of the funds are being used to meet as teams over the 2015 summer months to effectively plan and develop scales aligned to standards and enrichment.

\$ 500.00 of the funds are being used for the SIP team to meet over the summer to give final input on the 2015-2016 SIP Draft.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

The 2014-2015 Bauder SAC provided input on each of the goal domains for the 2015-2016 SIP draft. Opportunity was provided over several meetings for each SAC member to study the 2014-2015 SIP Goals and provide input regarding areas of need, improvement or change. This information was collected and then used with the SIP team to revise and improve the Bauder SIP for the 2015-2016 school year.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

The Bauder SAC for the 2015-2016 School Year will:

Continue to be part of the Seminole Community ECO-System and the SAC will serve on the Transitions Team. (Pathways to Middle and

High School). This sub-committee meets 4 times per year with Seminole High feeder schools to discuss and implement ideas for better transitions from elementary to middle, middle to high school.
 Bauder SAC will continue sponsor the Transition to Seminole Middle School for 5th graders and parents that will transition from community elementary schools to Seminole Middle School.
 Bauder SAC will continue to work at providing a college experience for Bauder 5th graders in alignment with district and school strategic direction.
 Bauder SAC will continue to provide oversight and direction regarding school improvement for Bauder.
 Bauder SAC will provide input on the Bauder School Improvement Plan and Budget.
 Bauder SAC will continue to commit to the necessary components for Five Star recognition for Bauder.
 For the 2015-2016 school year Bauder SAC will be one of the sponsors of the March 14, 2016 facilitated articulation meeting between Seminole Middle School teachers and Bauder 5th grade teachers.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

1. College Visitations. This is an ongoing priority for the Bauder SAC. Each year for the past three years they provided the opportunity through SAC funds to provide a college visit opportunity for all Bauder fifth graders. - \$ _1, 500 _____
2. TDEs for planning, collaboration, and effective delivery of instruction. \$ 1,500.00
3. Developing the SIP -Team stipends for summer work. \$ Balance

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I **CURRENT SCHOOL STATUS**

Section C **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL			
First Name Lisa	Last Name Bultmann	Email Address bultmannl@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Education, Educational Leadership	# of Years as an Administrator 10	# of Years at Current School 7.5
Certifications (if applicable) ESE, Social Studies, Elementary Education, Educational Leadership, Bible			

ASSISTANT PRINCIPAL #1			
First Name Timothy	Last Name Slaughter	Email Address slaughtert@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Education, educational leadership	# of Years as an Administrator 6	# of Years at Current School 5
Certifications (if applicable) ESE, PE, Educational Leadership			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree <input type="text"/>	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I**CURRENT SCHOOL STATUS****Section D****Public and Collaborative Teaching****INSTRUCTIONAL EMPLOYEES**

of instructional employees: 64

% receiving effective rating or higher: 100%

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100%

% certified infield, pursuant to Section 1012.2315(2), F.S.: 100%

% ESOL endorsed: 34.4%

% reading endorsed: 6.2%

% with advanced degrees: 37.5%

% National Board Certified: 7.8%

% first-year teachers: 3.1%

% with 1-5 years of experience: 12.5%

% with 6-14 years of experience: 39.1%

% with 15 or more years of experience: 45.3%

PARAPROFESSIONALS

of paraprofessionals: 0

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

a) 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 one 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.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

b) 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.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

a) 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 –Lisa Pierzlachaski .

1st grade – Demo Teacher - Denise Dupre

2nd & 3rd Grade Mentor – Kati Samon

Kindergarten - Peri Dodaro

PART I

CURRENT SCHOOL STATUS

Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

PROBELM-SOLVING PROCESSES - 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, the 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: (CST/attendance/individual student), 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.

MTSS SCHOOL-BASED LEADERSHIP TEAM - 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.

Add Member
Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Lisa	Bultmann	Principal/Facilitator
Lynn	Jennings	Guidance
Kati	Samon	Teacher
Lisa	Pierzlachski	Teacher/Pro Ed Facilitator
Denise	Dupre	Teacher/MFAS Demo
Vickie	Brooks	School Psychologist
Lisa	Porter	School Diagnostician
Suzanne	Lovett	School Social Worker
Tim	Slaughter	AP/Learning Specialist

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

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
 Lisa Porter Diagnostician Tier II Report/ PMP Report/ Tier III Academic Report “
 Suzanne Lovett Social Worker Attendance/ Tier III Behavior Support “
 Vickie Brooks School Psychologist Tier II/Tier III Academic/Behavior Intervention Support/Parent support “

Denise Dupre Classroom Teacher Culture/ SIP Progress Mathematics “
 Katie Samon Classroom Teacher Culture/ SIP Progress Literacy “, Literacy Leadership
 Dale Jenrette - SIP Science Progress
 Lisa Pier - Classroom Teacher - Pro-Ed Faciltator(Corrdinator of Professional Development needs for staff) Leadership Liaison
 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,

DATA SOURCES AND MANAGEMENT SYSTEMS - 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, District Assessments, FSA, SAT-10, Response to Reading, Journals, Reading Logs

Writing:

District Assessment, Student Product, FSA Writing, Journal, Response to Reading, Journals

Mathematics:

AIMS, CRTS, District Assessments, FSA 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

STAFF UNDERSTANDING OF MTSS - 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 2015-2016 school year Bauder will continue to use PLC facilitators to facilitate PLCs and use their Data Champion training to assist in the more effective use of data to problem solve for groups and individual students. 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 as it becomes embedded in weekly practice and the building of capacity.

PART I

CURRENT SCHOOL STATUS

Section F

Ambitious Instruction and Learning

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

The state of Florida requires students to receive standards based instruction for all students attending public schools. For the 2015-2016 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-thoughts and feedback are used to monitor implementation and fidelity.

DIFFERENTIATED INSTRUCTION - Describe how your 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 K-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, Word

Work, 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. Individual goals are developed based on student need and are progress monitored for continuous progress.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Teachers will monitor and students will track progress and status on learning goals through assessment and the use of academic scales.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

This is a high yield strategy that fosters learning and mastery of standards for students and provides feedback for both teacher and student.

Provide a description of the strategy below.

Student and teachers will use scales, formative, formal and informal assessment to track progress on learning. Students and teachers will track data for measurement of learning. Students track through the use of data folders and teachers use many types of assessment, data and analysis to make instructional decisions to move students forward.

How is data collected and analyzed to determine the effectiveness of this strategy?

Scales and assessment data results will be used to measure learning. Assessment data can be collected through student data folders, observation, performance tasks, conferring notes, etc. for teachers to analyze and make instructional decisions. Students will collect data related to learning in i.e. data folders, by scales to understand their status on learning.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Classroom teachers
PLC Facilitators
Administrative Team

INSTRUCTIONAL STRATEGY #2

Strategy Type

Teachers will provide opportunities and training for students to write in response to reading and journal thinking and reflection across all curriculum areas. After School extended support is provided for this as well as it is embedded within the school day.

Minutes added to the school year: 1,440

What is/are the strategy's purpose(s) and rationale(s)?

Writing is a proven strategy for learning. Students will use journals, stop and jots, quick responses, annotation of text, reflection, etc. to write in regards to standards to demonstrate their level of understanding. Writing will also be a demonstration of a students' abilities to research, summarize and synthesize information for clarification and learning.

Provide a description of the strategy below.

At Bauder students write across all content areas. During reading students can be seen synthesizing or summarizing text. They can also be seen stopping and jotting, taking notes, drawing pictures, etc. with text to demonstrate comprehension. During Math students use math journals to extend and explain their thinking and problem solving. In science students at Bauder use note-taking to deepen their understanding and record ideas related to scientific concepts.

How is data collected and analyzed to determine the effectiveness of this strategy?

Bauder students are trained to use rubrics and scales to measure their understanding in writing. Teachers also provide feedback in conferring meetings, table talks and whole class discussion.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Classroom Teachers
PLC Facilitators
Administrative Team

INSTRUCTIONAL STRATEGY #3

Strategy Type

Teachers will provide opportunities and training for student use of (speaking)conversation in pairs, small group, and whole group to build knowledge and promote higher-order thinking. This is embedded in the school day and supported and used in after school small group support and enrichment.

Minutes added to the school year: 4,470

What is/are the strategy's purpose(s) and rationale(s)?

The use of accountable talk to move understanding forward is a well-researched strategy and the Bauder teachers have done book studies and gone to trainings to promote learning through accountable talk.

Provide a description of the strategy below.

Accountable talk is used across content areas to build understanding, collaboration and increase learning. In mathematics Bauder teachers use "Talk Moves" from the book "Classroom Discussion" and district-wide training. This is done predominately in the gathering area during whole group instruction. In reading accountable talk is primarily done during the mini-lesson portion of whole group instruction. This is typically partner talk. Students also use collaborative discussion and talk in book clubs, partner reads and small group instruction. Science talk is throughout instruction. The use of the 5E model promotes questioning, exploring and explaining.

How is data collected and analyzed to determine the effectiveness of this strategy?

This is a school-wide, cross-curriculum strategy. The use of accountable talk and its effectiveness is measured by teacher observation and is reflected in improved learning measures through district common assessments, teacher formative assessments, formal testing and student writings. These findings are analyzed and discussed at Bauder's weekly PLCs.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Classroom Teachers
PLC facilitators
Administrative Team

INSTRUCTIONAL STRATEGY #4

Strategy Type

Teachers will provide evidence of data-based differentiated instruction as seen through tracking of student progress. This is embedded

in the school day and also before and after school for support and enrichment.

Minutes added to the school year: 4,000

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of this strategy is to meet the academic needs of students by providing scaffolded learning support based on student indicators and needs. The rationale is to meet students where they are academically so that they can move their learning forward.

Provide a description of the strategy below.

Small group instruction based on student skill or strategy need is evidence of differentiation. Making all students accountable for mastery of grade level standards and providing necessary support to facilitate that learning. Students reading and practicing with on grade level text but also reading text at their instructional and independent level. Bauder provides a Walk to Achievement 1/2 hour each day for readers to receive instruction in reading based on instructional levels. Bauder also provides instruction from hourly teachers to better meet the needs of struggling readers based on need. Small group math instruction is used to better meet the needs of students struggling in mathematics.

Bauder also embraces the idea that every child needs enrichment. Bauder has an extensive after school enrichment program and a in-school enrichment program. These groups are based on student interest, passions and strengths.

How is data collected and analyzed to determine the effectiveness of this strategy?

Running record data, common assessment data(from all content areas) , progress monitoring are used to measure effectiveness of differentiated instruction. Students that struggle in reading are progress monitored weekly or bi-monthly to determine the effectiveness of the differentiated support.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

LLI Teachers
Classroom Teachers
PLC Facilitators
Administrative team

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

PRESCHOOL TRANSITION:

Kindergarten Round-up is an evening in January for parents of incoming Kindergarten students. This is an evening provided for families seeking information regarding Bauder and an opportunity to register incoming Kindergarten students is provided.

Bauder provides tours 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.

Bauder Elementary is a member of the Seminole Eco - System . These are feeder schools for Seminole High School that work to together

to provide increased collaboration and community support for community schools. Bauder is a member of the sub-committee that works towards improving the transition from one educational setting to the next. For the 2015 - 2016 school year Bauder Fifth grade teachers will meet with Seminole Middle School teachers to work together to build positive "rites of passage" and more aligned academic transitions from the elementary setting to the middle school setting.

PART I **CURRENT SCHOOL STATUS**

Section G **Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member
Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Lisa	Pier	LLT Leader	pierzlachaskil@pcsb.org
Perri	Dodaro	K - Teacher	dodarop@pcsb.org
Alicia	Suttrich	K-Teacher	suttricha@pcsb.org
Kim	Hunt	1st grade teacher	huntk@pcsb.org
Julie	Buoniconto	2nd grade teacher	buonicontoj@pcsb.org
Robin	Dockery	3rd grade teacher	dockeryro@pcsb.org
Kati	Samon	3rd grade teacher & Co-Chair	hilmark@pcsb.org
Lisa	Bultmann	Principal	bultmannl@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The Bauder Literacy leadership Team has been an integral part of literacy and literacy development and professional development at Bauder.

1. Training for the literacy hourly teachers is provided and overseen by the Literacy Leadership team members.
2. WTA-Walk to Achievement data collection, analysis and dates is overseen by the LLT.
3. Unpacking and deepening our understanding of Literacy standards is facilitated at grade level teams by the PLC - LLT members.
4. Celebrations such as Dr. Seuss Day, Reading Celebrations, Read-A-Thons are over seen by the LLT.
5. Allocation of the Referendum dollars for reading are overseen by the LLT.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

. What will be the major initiatives of the LLT this year?
 For the 2015 -2016 school year the LLT will oversee:

1. The continuation of unpacking Florida Standards and planning for rigorous instruction.
2. The facilitation of the development of scales to measure student progress on ELA standards.
3. Reading Celebrations
4. Walk to Achievement – Progress Monitoring and movement of children based on data.
5. Overseeing allocation of Reading referendum funds.

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section A****Area 1: English Language Arts (Reading)**

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. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29.2		30

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
47		50

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100	100	100

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
75		90

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
81		90

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
16	66	80

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
65.4	55	80

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	77.4	77.4	89
Black/African American	12.5	12.5%	77
Hispanic	67.9	67.9	88
Asian	87.5	0	87
American Indian	0	0	0
English Language Learners (ELLs)	0	0	0
Students with Disabilities (SWDs)	34.6	34.5	74
Economically Disadvantaged	69.9	69.9	86

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

Each Bauder student will become an independent, passionate reader and 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 meet the following Targets by June 2016 as indicated by the 2015-2016 ELA State test.

Targets: 89 % of all 3rd, 4th & 5th graders at or above grade level on the state FSA ELA test.

77% of Bauder's A.A. 3- 5 graders at or above grade level on the state FSA ELA test.

TARGET: To increase the percentage of students with disabilities scoring on grade level from 34.6% to 74% by providing both inclusion/ supportive facilitation to gen ed classroom for ELA block.

Provide possible data sources to measure your reading goal.

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
 FSA

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers will provide opportunities and training for student use of conversation in pairs, small group, and whole group to build knowledge and promote higher-order thinking. Teachers will use conferring with readers to progress learning forward.	Preparing and planning with a text for appropriate variety of leveled questioning to support high order accountable talk. Teachers will do this in PLCs and are taking turns with texts to facilitate questioning techniques that build understanding. Barrier: Teachers need time and know-how to prepare and plan for questions that deepen comprehension and understanding regarding a text - active engagement, read aloud, shared reading. Teachers at Bauder will also revisit Conferring with students regarding reading and using documentation of conferring to foster progress.
Action 2	Plan to Implement Action 2

Teachers will provide evidence of data-based differentiated instruction as seen through tracking of student progress and students tracking their status on learning goals.	This is ongoing at Bauder through instruction based on need in reading - Walk to Achievement. Tier 1 instruction based on grade level and supports are put into place to facilitate help for students below grade level during Core reading instruction. Reduction of Barrier: Teachers had difficulty finding and using the data based system with student data results to use to assist in differentiating instruction. Teachers have had training and will have continued training and support to use Performance Matters and Student Work protocols to analyze student progress and need for instruction. PLC facilitators have had training through the DATA Champion Team to assist with analysis of data at their grade level for differentiated instructional decisions.
Action 3	Plan to Implement Action 3
Teachers will provide opportunities and training for students to write in response to reading and journal thinking across all curriculum areas.	This year more PLC time will be dedicated to Looking at Student Products to collect information regarding groups of and individual students. Protocols will be use by PLC facilitators. Teachers will continue to work on notebooking for building reading skills, strategies and independence. Barrier: Time to use students writings to analyze products for a better understanding of instructional need.
Action 4	Plan to Implement Action 4
Teachers will train, give opportunities and hold students accountable to use rubrics, scales, and/or matrices with evidence-based written and verbal responses. The use of scales by teachers and students will assist in the monitoring of learning of ELA standards. Students will keep data folders to track their progress and teachers will use scales data to make instructional decisions. Teachers will also use data points (R.R. /ELA assessments) to monitor for learning. PLCs will then discuss what data indicators mean in regards to instructional support and strategies and monitoring will be continuous to monitor for learning and improvement.	This year we will be developing scales aligned to Florida standards. We will use the Book Using Common Core Standards by Robert Marzano. A team worked over the summer, three teachers went to the training and we will have facilitated trainings before and during the 2015-2016 school year. Barrier: Teacher understanding, use and development of scales.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	Area 2: English Language Arts (Writing)
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)	

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
65.4		80

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100		100

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

Bauder students will become proficient writers through the use of writing journals, prompted writings, written research, writing in response to reading and will use rubrics and scales to evaluate their writings across all content areas during the 2015 – 2016 school year, This will be used to support proficient and above level data results on the 2015-2016 4th & 5th grade ELA FSA Test.

Provide possible data sources to measure your writing goal.

Student writing portfolios with writings edited as a result of rubric evaluation and feedback
 Student writing portfolios with writings edited as a result of rubric evaluation and feedback
 District Writing Assessments
 FSA ELA

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Students and teachers will develop and use rubrics and scales to measure and track learning in regards to written work by Bauder students. Teachers will confer with students regarding scales and rubrics as related to writing.	Teachers will develop scales and rubrics for writing during pre-school and through out the school year. Using preschool, PLCs and TDEs teachers will collaborate to write rubrics and scales for appropriate grade level writing. Barrier: Teacher understanding of the scope and depth of standards for writing to use a scale and/or rubric for measurement.
Action 2	Plan to Implement Action 2
Teachers will facilitate students ability to research a topic and synthesize, write and/or create an end product demonstrating knowledge regarding that topic.	Bauder is doing this through SEM during the 2015-2016 school year. Teachers have selected their areas of interest and students will select in the fall. This also serves to move Bauder towards the PBL model with SMS, SHS and Oakhurst. We are working on getting resources in the way of funds and experts. We have developed a specific schedule to make this happen. Barrier: Time and Resources to do this are limited based on teacher and students interest. Bauder has joined Seminole Middle School, Seminole High School, and Oakhurst Elementary as part of the PBL - Project/Problem Based Learning group. A team of teachers went to CA to study at New Tech High over the summer of 2015 to bring back information and inspiration to the Bauder staff regarding this implementation.
Action 3	Plan to Implement Action 3
Students will write across all curriculum/content areas to produce authentic writing to reinforce the purpose and practice of writing.	Teachers in grade 1 - 5 will have reading/ writing journals, math journals and science notebooks to write in response to reading in specific content areas, to record information, to explain thinking etc. Barrier: Using these writings to assess student understanding of content. PLC facilitators have been trained how to use protocols for student work and they will be used in PLCs.
Action 4	Plan to Implement Action 4

<p>Students will learn grade level appropriate writing processes to write informational, opinion and/or narrative writings.</p> <p>Monitoring for Learning: Teachers will use scales, rubrics, portfolios, and conferring notes to monitor for mastery of writing standards. PLCs will look at data points for writing assessments and make team and student decisions based on data indicators. The MTSS team and school data chats will provide guidance and discussion re data indicators and monitoring of writing indicators. This will guide instruction and provide for continuous improvement of students mastery of writing standards.</p>	<p>Teachers will continue to unpack the FL writing standards at each grade level PLC to better understand the end results of writing requirement for their grade level.</p> <p>Barrier: Teacher understanding of the grade specific writing requirements and how to teach the writing process to meet the FL Standards.</p> <p>As teachers write specific academic scales for the 2015-2016 school year it will support a better understanding of the standards.</p>
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PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section C **Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
32.9		30

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
46.6		50

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0		0

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100		100

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
84		90

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
90		92

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	82	82	87
Black/African American	12.5	12.5	70
Hispanic	67.9	84	86
Asian	81.2	0	93
American Indian	0	0	0
English Language Learners (ELLs)	50	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Students with Disabilities (SWDs)	46.2	46.2	74
Economically Disadvantaged	71.3	71.3	83

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

Each student will become proficient at using technology in mathematics and 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 2016 Math State Assessment and to achieve the following targets by May 2016.
 87% of grade 3 - 5 students on or above grade level on the Mathematics FSA state test
 70% of grade 3 - 5 A.A. students on or above grade level on the Mathematics FSA state test.
 TARGET: To increase the number of students with disabilities scoring at or above proficiency from 46.2% to 74% by providing both inclusion/supportive facilitation and pullout when appropriate to gen ed classroom for math.

Provide possible data sources to measure your mathematics goal.

S.T. Math Data
 SAT - 10 /
 FSA
 District Assessments/
 Formative Assessments
 MFAS DATA

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
<p>Teachers will provide frequent assessment opportunities, including scales and MFAS to monitor math progress and for students to track their progress on learning goals.</p> <p>Monitoring of Learning: Students will use data folders and scale indicators to track their progress on mathematics standards and assessments and teachers will use this information to make instructional decisions. Data points will be used to monitor and have team and school based discussion in regards to academic progress of grade level, classroom and individual student progress.</p>	<p>This is ongoing work at Bauder. During the 2015 - 2016 school year Bauder PLCs will focus on developing scales regarding FL Standards and math learning goals. Scales work began during the summer-2015.</p> <p>Barrier - Teachers making a connection between what students should be able to do in regards to mastery of a learning goal as measured by an academic scale.</p> <p>During pre-school 2015 teachers will be trained by the scales team to write scales based on standards, learning goals and complexity.</p>
Action 2	Plan to Implement Action 2
<p>Teachers will continue to train and provide opportunities for students to use accountable talk to move learning forward.</p>	<p>This is ongoing work at Bauder. Teachers will continue to use Talk moves to foster mathematics learning. Teachers will capture student strategies for problem solving as a result of talk.</p> <p>Barrier - Teacher knowledge of mathematics content.</p> <p>PLCs will continue to spend time on mathematics content knowledge building. Just in Time coaching will continue to be used to support mathematics instruction.</p>
Action 3	Plan to Implement Action 3

Mathematics instruction will have Problem Solving Focus for students.	This is a Bauder Essential for higher level learning in Mathematics. PLC facilitators will facilitate this work. In PLCs teacher will spend time discussing and making decisions regarding what Problem Solvers support mastery of learning goals. Barrier: Mathematics text does not supply or support problem solvers to cover some FL Standards. Teachers will plan together in PLCs to overcome this.
Action 4	Plan to Implement Action 4
The use of technology via ST Math will be used to provide support in conceptual understanding of mathematical principles.	Bauder Tech specialist will review the process for using ST Math, setting specific objectives for individuals at and retraining teachers on how to pull reports for ST math. Barrier: Technology not working. Tech specialist will work this year to keep technology working and available for student use.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section D **Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
40.6		40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
39.1		40

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0		0

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100		100

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

All students will participate in hands on science, use of science notebooking, content talk, content text, reading and writing strategies and scientific method based projects to build a deep understanding of NGSSS in science as measured by science assessments and the 2016 Science State Test by May 2016 to increase the following target:
80% of Bauder 5th graders will score level 3 or above on the 2016 State Science Assessment.

Provide possible data sources to measure your science goal.

Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)
Science notebooks & journals
Science projects
CRTs

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Bauder will provide hands on science experiences to assist students in making the connection between science content knowledge and experiential learning.	This is ongoing work at Bauder. Classroom teachers and the Science lab teacher will continue to meet together so that lab experiences are connected and supported by classroom content acquisition. Barrier: Students making classroom and lab experiential connections. Bauder is using notebooking/journals and reflections to provide students a better support this connection.
Action 2	Plan to Implement Action 2
Bauder students will use science notebooks with district Success Criteria to increase and support science understanding and increase a deeper level of scientific knowledge.	The Pinellas school district has provided the tools needed to set this action in place. Barrier: Teachers locating tools and having the time resource to use them effectively. Bauder continues to work on embedding much of science content knowledge during the literacy block. This affords students the opportunity to use the science block to move science concepts forward using literacy skills and strategies from the reading block.
Action 3	Plan to Implement Action 3
Every student at Bauder will participate in using the scientific method to do a class or individual science project.	This is ongoing work at Bauder. This assists all students with learning and using scientific method to understand the scientific process of study and observation. Barrier: Each year Bauder has a few 4th/5th grade students that do not turn in a science project. Bauder classroom teachers provide a timeline for students to chunk the work into smaller increments. The lab teacher has started to provide a support group for students needing extra support.
Action 4	Plan to Implement Action 4
Bauder teachers continue to work at using the 5 E Model to deliver effective science instruction. Monitoring for Learning: Teachers will use data points, student work and journals to collect information regarding student progress on standards. This data will be reviewed at PLCs and at data chat meetings to monitor learning and make instructional decisions based on the data.	The Pinellas district provides Just in time coaching to support teachers in this work. Bauder will have a district coach several days during the 2015-2016 school year to reinforce this action.. Barrier: Time to meet with coach. Embedded staff development works best but it means that teachers miss instructional time with students. Bauder will work at having the Just in time coach after school during the after school PLC time and then reinforce it during the science block with students.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section E **Area 5: Science, Technology, and Mathematics (STEM)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

Provide possible data sources to measure your STEM goal.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section H Area 8: Early Warning Systems

ATTENDANCE

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		15%	0
Grade 1		15%	0
Grade 2		19%	0
Grade 3		18%	0
Grade 4		17%	0
Grade 5	10% overall	16%	0

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		7.4	6.0
Grade 1		8.6	6.0
Grade 2		4.1	3.0
Grade 3		4.5	3.0
Grade 4		10.2	6.0
Grade 5	10% overall	6.2	4.0

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		1.1	0
Grade 1		1.0	0
Grade 2		.8	0
Grade 3		2.7	0
Grade 4		.7	0
Grade 5	3% overall	6.2	0

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		0	0
Grade 1		0	0
Grade 2		0	0
Grade 3		0	0
Grade 4		0	0
Grade 5	.1% overall	1	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		0	0
Grade 1		0	0
Grade 2		0	0
Grade 3		0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4		0	0
Grade 5	.7% overall	4.4	0

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	.1%	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		0	0
Grade 1		1	0
Grade 2		0	0
Grade 3		1.8	0
Grade 4		0	0
Grade 5	1% overall	2.5	0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	1	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1%	1.1	0
Grade 1	3%	3.8	0
Grade 2	.1%	0	0
Grade 3	3.7%	2.7	0
Grade 4	0	.7	0
Grade 5	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0		0
Grade 1	0		0
Grade 2	0		0
Grade 3	9(ELA)8(Math)		5
Grade 4	8(ELA)4(Math)		5
Grade 5	3(ELA)7(Math)		2

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	
Grade 1	0	0	
Grade 2	0	0	
Grade 3	0	0	
Grade 4	0	0	
Grade 5	0	0	

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
3.7	2.7	0

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		0	0
Grade 1		1.0	.5
Grade 2		0	0
Grade 3		2.7	1.4
Grade 4		.7	.5
Grade 5		6.2	3.1

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).

The Bauder School based child study team disaggregates data to analyze and study indicators that are barriers to learning and then makes decisions to support students with two or more early warning indicators. 1.KNOW who they are
 Teachers are given data indicators for students with two or more early warning indicator so that they can provide additional support where indicated. 2. Know who they are
 PLCs and School Based Child Study(Tier III team) look at these students and make decisions on what resources and or strategies these students can be lined up with.
 1. referral to family for outside resources
 2. referral to family for in building resources i.e. guidance, social work.....
 3. Assignment of mentor or Bauder Buddy
 4. PLCs look at individual academic and/or behavioral strategies for support
 5. School based Child Study Team uses students services team to look at individual interventions and strategies for support.

PART II

EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section I

Area 9: Black Student Achievement

Identify goals, targets, and actions for Black student achievement.

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)		
			Add Target	Delete Target
			2015-16 Target (%)	
<p>All Bauder Elementary students of African American ethnicity will be on grade level or above in ELA as measured by SAT -10 or FSA.</p> <p>Actions: Bauder's goal is to provide equitable learning opportunities for all students. Bauder has implemented Opportunity Groups for support to build positive relationships and explicit coaching on norms, and environmental variations (McKinley, John Hopkins College of Ed, 2012). Each month the guidance Counselor meets with Bauder's A.A. student population (with parent permission)to share ideas, listen to concerns and information and to provide explicit coaching on norms and environmental variations as well as building positive relations between students and school. The guidance counselor also shares information with teachers regarding research based strategies that build positive rapport and interactions with children. Bauder's students that attend Bauder on Opportunity Scholarships travel many miles on buses to school. This is a barrier for families to come to Bauder. Bauder teachers set-up conferences for our Opportunity families at their neighborhood school - Fairmont Park. This affords them a better opportunity to be able to meet teachers and share information.</p>	12.5		80%	
<p>All Bauder Elementary students of African American ethnicity will be on grade level or above in Mathematics as measured by SAT -10 or FSA.</p> <p>Actions: Bauder's goal is to provide equitable learning opportunities for all students. Bauder has implemented Opportunity Groups for support to build positive relationships and explicit coaching on norms, and environmental variations (McKinley, John Hopkins College of Ed, 2012). Each month the guidance Counselor meets with Bauder's A.A. student population (with parent permission)to share ideas, listen to concerns and information and to provide explicit coaching on norms and environmental variations as well as building positive relations between students and school. The guidance counselor also shares information with teachers regarding research based strategies that build positive rapport and interactions with children. Bauder's students that attend Bauder on Opportunity Scholarships travel many miles on buses to school. This is a barrier for families to come to Bauder. Bauder teachers set-up conferences for our Opportunity families at their neighborhood school - Fairmont Park. This affords them a better opportunity to be able to meet teachers and share information.</p>	12.5		80%	

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section J****Area 10: 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. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - 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 who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

BUILDING POSITIVE RELATIONSHIPS - Describe how your 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.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your 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.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section K Area 11: Additional Targets

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target
Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

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.

Add PD
Delete PD

Professional Development Identified	
Related Goal(s)	Development of scales based on FL Standards in content areas - Reading, Writing, Math, Goals.
Topic, Focus, and Content	Core content areas
Facilitator or Leader	PLC facilitators. /Principal
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Grade level teams
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Ongoing weekly PLC meetings
Strategies for Follow-Up and Monitoring	Walk-throughs - PLC discussions
Person Responsible for Monitoring	PLC Facilitators & Administrative teams
Professional Development Identified	
Related Goal(s)	
Topic, Focus, and Content	
Facilitator or Leader	
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	
Strategies for Follow-Up and Monitoring	
Person Responsible for Monitoring	

PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - 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 IV, 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.

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 2015-2016 school year the district will allocate 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.

MEETING STUDENT NEEDS - 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.

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	
Related Goal(s)	
Actions/Plans	
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	
Description of Resources	
Funding Source	Bauder Boosters
Amount Needed	\$12,000.00

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 goal created in Part II.

Add Goal

Delete Goal

Goal Area	
Has the goal been achieved?	
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?	
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?	
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?	
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.	

8-Step Planning and Problem-Solving Process

