



School Improvement Plan SY 2018-19

BAUDER ELEMENTARY SCHOOL

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Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.



Vision and Direction

School Improvement Plan 2018 - 19

A. Vision and Direction

School Profile

Principal:	Lisa Bultmann	SAC Chair:	Jesse Coraggio
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School Vision	Building 100% Success with Quality and Honor.
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School Mission	Preparing all Bauder students for on or above grade level work in middle school and beyond by collaborating as educators and a community.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
789	21	20	49	41	658	0

School Grade	2018: A	2017: A	2016: A	Title I	NO
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	67	75	80	77	76	64						
Learning Gains All	51	70	67	72								
Learning Gains L25%	40	63	51	63								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Lisa	Bultmann	FT	4-10 years
Equity Champion	John	Baker	FT	1-3 years
ESE	Lynn	Jennings	FT	11-20 years
ELL	John	Baker	FT	1-3 years
Climate and Culture	Lisa	Bultmann	FT	4-10 years
K	Perri	Dodaro	FT	4-10 years
1 st	Melissa	Davis	FT	1-3 years
2 nd	Julie	Accetta	FT	11-20 years
3 rd	Katie	Samon	FT	11-20 years
4 th	Rangel	Dockery	FT	20+ years
5 th	Lisa	Pier	FT	4-10 years
Technology	Kimberly	Pearson	FT	11-20 years
Community	Patricia	Gaston	FT	4 – 10 years
Total Instructional Staff:	10	Total Support Staff:	1	



B. Improvement Priorities

Choose three priorities for improvement (“Big Rocks”) that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem solving process.

EXAMPLE THEORY OF ACTION: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

1. Priority 1: Standards Based Instruction Planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards based instruction and planning then 80% of grades 1 – 5 ELA students and 85% of grades 1 – 5 Math students will meet or exceed expectation/proficiency as measured by MAP and FSA by May 2019

2. Priority 2: Differentiated Instruction

Priority 2 Theory of Action: If we effectively implement high leverage strategies which support differentiated instruction then 70% of grades 1- 5 ELA students and 80% of grades 1-5 Math students will demonstrate learning gains from 2017-2018 school year by May of the 2018 – 2019 school year.

3. Priority 3: Formative Assessment

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support the use of frequent formative assessment to monitor mastery of standards at the appropriate level of complexity then 75% of ELA and 80% of math Bauder students will make incremental progress and achieve a year’s growth or beyond by May 2019 as indicated by MAP and FSA.



C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school’s common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school’s improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	All Priorities	Develop and Monitor Instructional and Behavioral Processes and Implemented Routine Strategies for Tier 1, 2 & 3 that increase student and teacher success.	1.Training on schoolwide processes & Strategies for Tiers of support. 2.Planning PLCs w/ agenda outlines (Dufour) for data analysis, high yield strategies for learning and engagement. 3. Continued Training and teacher Use of frequent assessment to monitor student progress and Data Protocols to analyze student data for instructional decision making with PLC minutes for reference for MTSS team.	Principal Principal PLC Facilitators PLC Facilitators	Principal A.P. School Counselor, Psychologist, Social Worker PLCs Classroom teachers & Administrators	MAP Cycles September, December, April/May, Student Concerns PLC sheets- each six weeks. Weekly PLCs	<ul style="list-style-type: none"> Incremental increase in student data as indicated by assessments, MAP, student work, engagement and decreased misbehaviors/increase engagement. PLC Weekly Minutes <p>Assessment Data/ Data Chat minutes</p>



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
				4. Collection of behavior data and student concerns from PLCs each month for review by Tier 2/3 Team to study.	School Psychologist Guidance Counselor			PLC minutes, Data sheets/PLC notebook MTSS minutes, Tier 2/3 Minutes and Tier2/3 Problem Solving Worksheets,
2.	Tier 3 Problem-solving Team	Priority 1	To increase learning gains and positive behavior for TIER 3 academic concerns and/or behavior concerns	Use assessment monitoring cycle- Assess-instruct-assess-Monitor Behavior – Interventions- assess- Monitor- continue/change	Tier 3 coordinator	Tier 3 coordinator/ guidance School psychologist Social Worker & classroom teachers, hourly teachers	Bi- Weekly	<ul style="list-style-type: none"> Assessments show upward trend and closing of GAP in learning and Interventions demonstrate closing GAP for behavior or and/or learning
3.	Equity Team	All Priorities	Every learner has the opportunity to learn enhanced by the resources and support necessary to achieve competence, excellence, independence, responsibility, and self sufficiency (Scott 2001)	1. Equity Training for staff re- Equity Mindset 2.Continue growth of Equitable systems and processes for student behavior and learning. <ul style="list-style-type: none"> PBIS 	Assistant Principal AVID TEAM Principal	Bauder Staff- All Staff working with students	August 2018 Ongoing	<ul style="list-style-type: none"> Increase in student achievement data and positive behavior data for ALL learners Increase in student achievement and positive behavior data for ALL students



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
4.	Child Study Team	All Priorities	To learn and achieve at high levels children need to be present	<ul style="list-style-type: none"> CST meetings twice a month to study attendance data and create attendance plans for students with frequent absences 	Attendance Specialist, School Social worker	CST Team Principal Guidance Counselor, DMT Social Worker, Attendance Specialist	Once a month with attendance specialist, Once a month without attendance specialist	<ul style="list-style-type: none"> CST Minutes – turned into district, Problem Solving Worksheets Decrease in absenteeism Written plans for students with high levels of absence
5.	Subject Area / Grade Level Leaders (<i>enter as many rows as needed</i>)	Priority 1	To collaborate and give and collect accurate representative feedback in order to make decisions that continue to build and grow a positive learning environment for all the Bauder community	<ul style="list-style-type: none"> Monthly meetings to collect input and feedback from team leaders for each grade level, to create systematic processes and monitor the goals of SIP for moving forward and for change, additions or deletions. To make or give feedback re operational decisions that 	Principal	Representative from each grade level team, ESE team, Specialist team, Tech Specialist, Guidance Counselor AP Community	Once a Month for leadership, Once a month for SIP monitoring	<ul style="list-style-type: none"> Minutes from each meeting, Ongoing work and changes in SIP, Collection of data from classrooms to show implementation of changes, additions, deletions. Leadership Minutes with collected feedback and documented SIP progress, changes.



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
				impact the Bauder community				
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	Priority 1	To promote a Rich Literacy Learning environment for ALL children to succeed in building a literate life and demonstrate proficiency on district and/or state assessments in literacy.	<ul style="list-style-type: none"> Monthly meetings Agendas aligned SIP, RUS progressions and high yield literacy/ writing strategies 	Lisa Pier	One Literacy representative from each grade level & Principal	Monthly	<ul style="list-style-type: none"> Minutes sent to staff PDSA for literacy learning and change, addition, deletion of strategies, processes for building a rich literacy environment Schoolwide Literacy Functions that build literacy skills. Battle of Books, Dr. Seuss Day...
7.	PBIS Team *	All Priorities	<p>1.To reinforce and recognize positive student and staff behaviors and implement the use of Restorative Practices to increase positive choices and build an optimal learning environment</p> <p>2.To continue the Bauder systematic way of defining</p>	<ul style="list-style-type: none"> Systems in place for recognition of positive choices. R.P. process in place to restore back to community <p>Use of Bauder SWBP based on</p>	Principal Asst. Principal Guidance Counselor Social Worker Vivian Kelly Julie Accetta	Students & Staff	Daily	<ul style="list-style-type: none"> Systematic recognition process, Increase in positive choices. Indicators for positive culture and climate Use of student action plans to use behavior as a learning tool



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			behaviors and using interventions and restorative practices to teach children the value of the community and each members importance.	R.P and Positive Recognition Use of Thinking sheets and action plans as learning tools				
8.	Family Engagement Team	Priority 1	<p>To build strong school/ family connections to build a positive reputation with community.</p> <p>To be connected to the community as a contributor and receiver of building a better community</p> <p>Parent Trainings to support student</p>	<p>Communication Volunteer Training Parent Trainings Community Celebrations (i.e.- Grandparents Day, Veterans day, Tours)</p> <p>Member of Seminole Eco-System Monthly School Projects – Giving Back (Make the World a Better Place.</p> <p>Provision of Training and Share</p>	<p>Patty Gaston Chairs & Principal</p> <p>SAC Chair (Transitions) Student Volunteers (hours at Bauder) K-Kids (Sock Tree, SPCA) Student Council (Salvation Army) Gifted Students(Mak e the World a Better Place</p> <p>Content Teams</p>	<p>Families, Community & Bauder Staff</p> <p>Feeder Schools Families/SAC for Seminole High</p> <p>Bauder Students and sponsors</p> <p>Families</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Throughout the Year</p>	<ul style="list-style-type: none"> • Sign-in Sheets • Deeper connection to school • Survey Data <p>Rapport and working relationship with Seminole High and Seminole Middle- Student Volunteer hours sheets Completed student projects</p> <p>Parent Feedback Parent Sign-in sheets</p>



Continuous Improvement

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			learning and parent understanding	sessions with parents to support content areas from home. (i.e.) Math Family Fun Night Science Expo Student led Conferencing 5 th Grade Museum Restorative Practice Training	Guidance Counselor	Content Teams		Survey data re training

Goals

Instructions

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

REFLECTION: Review your data, and work through the problem-solving and gap analysis processes.

SMART GOALS: Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measureable, Actionable, Realistic, and Timely).

STRATEGIES: Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.

MONITORING: Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

PROFESSIONAL LEARNING: List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.



Conditions for Learning

A. Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is seven referrals and five out of school suspensions. This data indicates a low level of major behaviors at Bauder. Advance Ed Survey data also indicates that staff and parents do not perceive Bauder as having major behavior issues.
2. The problem/gap in behavior performance is occurring because students often misbehave when they do not feel successful or capable of doing classroom/grade level work.
3. If the culture and climate of Bauder and each classroom fosters the mindset that every student is capable of learning and meeting expectations and supports are put in place to make that happen Bauder will see an increase in positive behaviors and a decrease in negative thinking and the behaviors that accompany that that thinking. We believe with a more thorough implementation of Restorative Practices with fidelity, teachers will see even more increased positive behaviors from students as indicated by the research that supports Restorative Practices. (“The underlying premise of Restorative Practices rests with the belief that people will make positive changes when those in positions of authority do things with them rather than to them or for them.”- Watchel & Costello-2009.) “ These practices to build positive school climates are consistent with the understanding that the primary purpose of school is to educate. In the school context, applying restorative practices means that adults and students not only commit to a culture of high accountability but also to developing cultural and academic supports with the greatest opportunity for learning. Restorative practices honor high expectations and personalization ensuring that all students receive the support they need for developing excellence and equity in educational practice ensuring that all students succeed. (Archibold 2014)
4. If Restorative Practices are implemented with fidelity we believe we will see an increase in positive behaviors and a decrease in referral by 50%.

SMART GOAL:

EXAMPLE: The percent of all students receiving referrals will decrease from 31% to 25%, as evidenced by restorative practices research from IIRP. *(include data or research to validate your hypothesis.)*

The percent of all students receiving referrals will decrease by a minimum of 50% as evidenced by discipline and referral data from School Profiles.

5. STRATEGIES:

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.

- Strengthen the ability of all staff to establish and maintain positive relationships with all students by implementing and using restorative practices.
- Strengthen the implementation of research-based practices that communicate high expectations for each student.
- Teachers will use high engagement level strategies in the classrooms.

7. **ACTION STEPS:** *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

Action Steps	WHO	WHEN
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to implement these strategies	is leading each strategy?	is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> • Lisa Bultmann • Melissa Davis • Lynn Jennings 	<ul style="list-style-type: none"> • June 27 & 28
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> • Lynn Jennings 	<ul style="list-style-type: none"> • July 2018
<i>Develop school-wide roll-out and development plan of RP/SEL. Pre-school Staff Training – August 6.</i>	<ul style="list-style-type: none"> • Lynn Jennings & Lisa Bultmann, Melissa Davis, Chris Baker 	<ul style="list-style-type: none"> • June 27 & 28 • June & July 2018
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> • Guidance Counselor meets regularly with staff for implementation, training and alignment with student need. Guidance counselor will present at monthly staff meetings on practices aligned to RP. 	Trainings:Pre-School & 9/11, 10/9,11/13, 2/12, 4/9 Re-enforcement and questions
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> • Principal, AP & RP Trainer 	<ul style="list-style-type: none"> • Ongoing during walk throughs for feedback
<i>Review student and teacher data on weekly basis for trends and next steps.</i>	<ul style="list-style-type: none"> • Administrators 	<ul style="list-style-type: none"> • Data shared at staff meetings
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> • Celebrate areas of growth • Update strategies for areas of improvement 	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • Ongoing each month at staff meetings
<i>Each student using a data folder</i> <i>Each student setting goals and tracking progress</i>	<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Administrators have students share data folders

8. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices Training – August 6	All Instructional Staff and Support Staff working w/ students (63)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Trainings w/ Guidance Counselor -	Instructional Staff - 9/11, 10/9,11/13, 2/12, 4/9 (57 + 6))	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Equity Training	August 8 – All Instructional Staff and support staff working w/ students	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate according to dashboard data is 93% of student population with less than 10% absences . We expect our performance level to be 95%with less than 10% by May 2019 .
2. The problem/gap in attendance is occurring because Bauder’s greatest number of attendance issues are due to childrens’ illnesses..
3. If More attention to good health and prevention strategies) would occur, the problem would be reduced by 2%.
4. We will analyze and review our data for effective implementation of our strategies by looking for a decrease in absenteeism because of contagious illnesses. .

5. SMART GOAL:

EXAMPLE: The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data.

The percent of all students missing more than 10% of school will decrease from 7% to 5% , as measured by attendance data by May 2019 .

6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- School nurse continuing to share with teachers and school families ways to prevent spread of germs.
- Positive Recognition system for students with positive attendance records.- HERO awards
- Tier 2/3/ interventions used to address needs of individual students.

7. ACTION STEPS: (Adapt and tailor the action steps to meet the needs of your school to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>School nurse educates staff and parents in regards to germs and how contagious illnesses are spread how it can be prevented.</i>	Bridget Vest	August 2018 Staff Training Monthly newsletter, Monthly e-mail to staff Educating Students
<i>Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.</i>	Vicki Highfield, Suzanne Lovett	August 2018
<i>Develop and implement attendance incentive programs and competitions.</i>	Lynn Jennings/Guidance Counselor	HERO AWARDS – Grading Periods
<i>Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.</i>	Nurse Vest,	Monthly Newsletter
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	CST Team	Monthly
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	CST Team	Bi-Weekly
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	DMT/CST Team	Daily

8. MONITORING:

These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3



9. PROFESSIONAL LEARNING: *(Outline the school-based learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
1. School nurse will train staff on prevention strategies.	2. Instructional staff 3. Support Staff 4. Plant Operations staff 5. Parents	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
2. Social Worker will review with staff – attendance procedures and coding of absences. Guidance Counselor will review attendance positive recognition process with staff.	1. All Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 67%, as evidenced in State FSA ELA data.
2. We expect our performance level to be 75% by May 2019.
3. The problem/gap is occurring because students are not demonstrating mastery of standards at the appropriate level of complexity.
4. If Standards based instruction at the aligned level of complexity would occur, the problem would be reduced by 9%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving ELA proficiency will increase from 67% to 75% as measured by 2019 ELA FSA and MAP cycle 3. Bauder’s bottom quartile taking the FSA ELA test will improve proficiency results from 40% to 50% as indicated by the May ELA FSA scores.

STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff ability to engage students in complex tasks.
- Choose Strategy

6. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
TO HAVE STUDENTS LEARN STANDARDS BASED INSTRUCTION AT THE APPROPRIATE LEVELS of COMPLEXITY we NEED: Classroom instruction and student work aligned with FL standards and complexity levels and scaffolded as indicated by student assessments.	Principal/District Coaches	Ongoing
1. ELA Data identification of students for beginning of 2018 -19 school year using FSA, MAP 3, I-Station, (RUS)Progressions of Learning & Continuum of Learning data in MAP(Standards Skills)	Principal/AP/Classroom teachers	August 2018 - PLCs
2. Planning for Instruction and differentiation using standards and student data	Classroom teachers PLC facilitators, Administrators	August 2018 & ongoing
3. Determine what mastery of standard at complexity level looks like (What will students be able to do to indicate mastery?)	Classroom Teachers - PLCs	August 2018 & ongoing
4. Determine what assessment will be used to determine mastery of standards (Can choose from <i>Tools for Formative Assessment -Techniques to Check for Understanding</i>)	Grade level PLCs	Ongoing - weekly PLCs



Subgroup Goals

5. Use Assessments to determine student mastery and skill level of students as a result of classroom learning opportunities and instruction aligned to standards and complexity level.	Classroom Teachers	Ongoing- weekly PLCs
Classroom teacher Provides for Differentiation (Small group-Incremental routine, Jan Richardson – Word work, Beck, Book Clubs...) with assessment for progress.	Classroom teachers	Ongoing
6. Teachers use data (frequent assessment) to determine response to interventions. Place names of students not responding to interventions on PLC student Concern Academic list	Classroom Teachers -PLC teams	Ongoing
7. Tier 2 & 3 team looks at data indicators and assists in providing other interventions and/or recommends for out of classroom intervention with hourly teachers using LLI.	TIER 2 & 3 team Hourly Teacher Team	Ongoing
8. Cycle of Planned & Aligned Standards Based Instruction/Assessment/(Intervention/Enrichment)continues.....	Classroom Teachers	Ongoing
9. Adjustments made in planning, instruction and differentiation as indicated by data results	Classroom Teachers -PLCs	Ongoing

7. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

8. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Knowing & Understanding what mastery of standards at appropriate complexity levels looks like (Using Continuum of Learning (MAP) and Progression of Learning/RUS). What mastery means students will be able to do.	ELA teachers (33) –Trainers- PLC facilitators	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
How to use - <i>Use of Tools for Formative Assessment – Techniques to Check for Understanding</i>	ELA teachers (33)- Trainer - Principal	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Training – Use of MAP – Continuum of Learning for Differentiated Instruction	ELA teachers (33) District Trainer	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 80% at level 3 or above as evidenced in 2018 FSA math scores .
2. We expect our performance level to be 85% at level 3 or above by May 2019.
3. The problem/gap is occurring because differentiation of instruction based on frequent assessment is not occurring frequently enough to enrich or reteach for student progress.
4. If differentiation of instruction based on frequent assessment would occur, the problem would be reduced by 5%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving math proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving math proficiency will increase from 80% to 85%, as measured by MAP cycle 3 and Math FSA 2019.

STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Enhance staff capacity to identify critical content from the Standards in alignment with complex tasks and district resources.
- Choose Strategy

6. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
TO HAVE STUDENTS MAKE CONTINUOUS PROGRESS in MASTERING MATH STANDARDS WE NEED: To Differentiate Math Instruction Based on Frequent Assessment and provide interventions and supports that close the learning GAP.	Principal	Ongoing
1. Identification of students current levels of performance in mathematics based on Math data. (MAP data, Continuum of Learning(MAP), Khan Data.	Principal, Assistant Principal Classroom Teachers – PLCs	August 2018
2. Planning for Instruction and differentiation using standards, complexity level, district pacing and student data	Classroom teachers	Ongoing
3. Determine what mastery of standard at complexity level looks like (What will students be able to do to indicate mastery?)	Classroom teachers	Ongoing
4. Determine what assessment will be used to determine mastery of standards (Use of MFAS assessments/MAP-Continuum of Learning)	Classroom teachers	Ongoing
5. Differentiate math instruction using small groups in mathematics instruction based on frequent assessment.	Classroom teachers	Ongoing
6. Determine effectiveness of interventions/small groups	Classroom teachers	Ongoing
7. Use PLC Concern sheet to indicate student(s) not responding to interventions to get feedback from Tier 2/3 team regarding other interventions	Grade Level PLCs	Ongoing



Subgroup Goals

8. Monitoring w/ Tier 2/3 team student Response to Interventions	Classroom teacher -Tier 2/3 team	Ongoing
9. Classroom teacher work with Tier 2 &3 team to change interventions if not working or closing GAP.	Classroom Teacher and Tier 2/3 team	Ongoing
10. Use of Dreambox for lowest 50 students in mathematics as determined by MAP.	Classroom teachers Dreambox - Training by Bauder Summer Bridge teachers	September 2018

7. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

8. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
DREAM BOX Training for Teachers w/ lowest performing math students.	33- Classroom Teachers – Bauder Summer bridge Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
USE of MFAS Assessments	33 Classroom Teachers Trainer – School Based Pier/Dupre)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Planning Mathematics Instruction using small groups to meet student needs.	33 Classroom teachers Trainer – District	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 76% at or above expectation, as evidenced by State Science assessment.
2. We expect our performance level to be 86% at or above expectation by May 2019 .
3. The problem/gap is occurring because aligning frequent formative assessments with standards at appropriate levels is not occurring in the frequency needed to determine mastery and differentiation .
4. If differentiation based on assessment would occur, the problem would be reduced by 10% .

5. SMART GOALS:

EXAMPLE: The percent of all students achieving science proficiency will increase from 77% to 89%, as measured by FSA.

The percent of Bauder 5th grade students mastering 3rd – 5th grade science standards will increase from 76% to 86% proficiency as measured by the 2019 State Science test.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Use of frequent formative assessment to gather data on students mastery of science standards at appropriate complexity level. .
- Enhance staff capacity to support students through purposeful activation and transfer strategies as students use experimentation
- Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
1. September 2018 all 5 th graders will take the Science Diagnostic test to assess mastery level of 3 rd & 4 th grade science standards.	5 th grade Science teachers	September 2018
2. 5 th Grade Teachers will disaggregate the data to determine the level of mastery of 3 rd & 4 th grade science standards and share with 3 rd and 4 th grade science teachers.	5 th grade science teachers	September 2018
3. 5 th Grade Teachers will make instructional decisions based on the diagnostic data for differentiation and instruction of non-mastered standards indicated by the science diagnostic assessment.	5 th grade teachers	ongoing
4. 5 th Grade Teachers will also teach all 5 th grade science standards with frequent assessment to determine proficiency levels on 5 th grade standards. Teachers will use these frequent assessments to determine differentiation and instructional strategies.	5 th grade teachers	ongoing
5. Grades 3- 5 will continue to use SLAGS and Criteria for Success to build science knowledge and mediate the connection between Science Lab experience and science content knowledge for connections. (Grades 1- 5).	3- 5 teachers Grades 1 – 5 Lab teachers.	
1. Grades K – 5 th will teach appropriate grade level science standards in ways that students can hold on to learning	K – 5 th grade teachers	Ongoing



Subgroup Goals

and carry science knowledge from grade to grade to grade .		
1. Science Teachers will use the science lab experiences to support purposeful activation and support students learning and transfer of skills and scientific learning across the science curriculum.	1 st – 5 grade teachers	Ongoing
1. Bauder will continue to use School wide Game of Guess the Science Vocabulary Word each week beginning September 2018 to reinforce schoolwide building of science vocabulary.	Assistant Principal	Ongoing

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
1. How to disaggregate the Science Diagnostic assessment to use as an instructional decision making tool.	5 th , 4 th & 3 rd , grade teacher training by A.P.	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
2. Developing and use of frequent science assessments to determine proficiency regarding instruction.	5 th , 4 th & 3 rd grade teachers training by AP	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
3. Use of the Science lab experience to build student proficiency on grade level standards	Training by AP	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is a small percentage of the Bauder staff has participated in the district vitality plan, as evidenced in our health data.
2. We expect our performance level to be 50% of the Bauder staff will take the Health Assessment by October 2018.
3. The problem/gap is occurring because Bauder staff is unaware of the benefits of the Vitality Program.
4. If the Bauder staff was more aware of the benefits of the Vitality Program being involved in the program would occur, and a minimum of 50% of the Bauder staff would participate in the Health assessment by October 2018.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all Bauder staff will participating in the health assessment, will be at 50% by October 2018. The Bauder Healthy School Team will complete 3 of 6 modules by May 2019.

6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Bauder staff's awareness and participation in the district wellness program.
- Choose Strategy
- Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
The school Wellness Champion will provide an overview of the benefits of participating in the wellness program and the components of the wellness program.	Wellness Champion	ongoing

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Wellness coach will present and arrange for staff presentations related to health and wellness.		<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is Bauder has many more students applying for STEM opportunities than what Bauder offers. Currently Bauder offers 6 after school STEM clubs and 2 during school STEMer clubs, as evidenced by students attendance at each of these opportunities.
2. We expect our performance level to increase by one primary during the day STEMer opportunity .
3. The problem/gap is occurring because of lack of time and teachers to facilitate these learning opportunities..
4. If we change the time so that a before school primary STEMer would occur, the problem would be reduced by the addition of another STEMer Group. .

5. SMART GOALS:

EXAMPLE: The percent of all students participating in STEM Academy activities will increase from 77% to 89%, as measured by school and district participation data.

The number of all students participating in STEM activities will increase from 120 to 140 students , as measured by student attendance in STEM activities.

STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Enhance staff capacity to support students through purposeful activation and transfer strategies.

6. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Bauder will increase primary STEM students by 20 participants.	Cheri Corman	Weekly beginning in October 2018
STEM teachers will follow district guidelines for district guidelines for STEM Academies.		
Each Stem Academy will do community presentations for Incoming K parents and Science Expo.		

7. MONITORING: These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

8. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
WHAT is STEM? STEM teachers presentation for staff. What we do at STEM/What you can do to create STEM experience for students.	All Instructional Staff – done at Staff meeting. (63)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Subgroups

A. Bridging the Gap with Equity for All: Black Students

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is indicating a GAP in Black achievement as evidenced by 37% of Bauder black students scoring below expectation in ELA and 44% of Bauder’s black students scoring below expectation in math as measured by grade 3- 5 2018 FSA data.
2. We expect this performance level to be increased to at or above expectation by 16% to 60% in mathematics and 23% to 60% in ELA by May 2019.
3. The problem/gap is occurring because Bauder is not meeting the needs and providing the supports needed to close the achievement GAP for black students .
4. If subgroup data was better analyzed, extended learning opportunities were more available and restorative and equity practices were used with fidelity Bauder would narrow the GAP for black students and the , the problem would be reduced by 16% in Math to 60% and 23% to 60% in ELA as measured by FSA by May 2019.

5. SMART GOALS:

EXAMPLE: The percent of black students graduating from high school with their cohort will increase from 75% to 83%, as measured by FLDOE end of year graduation file.

The percent of black students not achieving at Proficiency levels will increase from 44% to 60% in Math and from 37% to 60% in ELA to as measured by the state FSA tests.

- 6. STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for black learners and are in addition to the strategies and actions articulated with the content specific goals.)*

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> The use of culturally relevant instructional practices supports a strong sense of belonging, relevance, value and community. This will support an optimal learning environment for ALL students to achieve.
Student Achievement	<input checked="" type="checkbox"/> Ensure staff has access to real-time data specific to black students in order to have effective data chats and target support for improved learning. <input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Teachers use real time data to make instructional decisions that meet the needs of students. Students are provided extended learning that increases time on task to increase achievement.
Advanced Coursework	<input checked="" type="checkbox"/> Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Bauder screens ALL students in second grade for gifted identification. Because of this and the use of PLAN B, a number of students qualify for gifted services. Gifted services provide an additional opportunity for students to study and learn at challenging levels.



Subgroup Goals

Student Discipline	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Students are provided opportunities to be part of a learning community that values all members and seeks to restore the community when needed rather than exclude or punish based on an action.
ESE Identification	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none">
Minority Hiring	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none">

7. **MONITORING:** These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

8. **ACTION STEPS:** (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
1. Teachers are provided with disaggregated data indicators for black students.	Administrators	August 2018 & ongoing
2. Teachers differentiate instruction and teach based on best practices for culturally relevant instruction	Classroom teachers	Ongoing
3. Teachers handle class discipline with the principles of restorative practices, equity and cultural diversity in mind.	Administrators	Ongoing
4. Teachers receive training on Restorative Practices, Equity Practices and Culturally Relevant Instructional Strategies to meet the needs of diverse student populations.	Guidance Counselor, Assistant Principal AVID Team	August 6 & ongoing

9. **PROFESSIONAL LEARNING:** (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices	ALL Instructional Staff and Support Staff that work with students	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID	All Instructional Staff and Support Staff that work with students.	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Equity	All Instructional Staff and Support Staff that work with students	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. ESE (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is Click or tap here to enter text., as evidenced in 2018 FSA data.
2. We expect our performance level to be Click or tap here to enter text. by May 2019 .
3. The problem/gap is occurring because our students with disabilities are not performing at levels to engage in rigorous, grade level content .
4. If more graded level standards based instruction scaffolded instruction would occur, the problem would be reduced by 10%.

5. SMART GOALS:

EXAMPLE: The percent of ESE students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of ESE students achieving ELA proficiency will increase from Click or tap here to enter text. to Click or tap here to enter text., as measured by May 2019 ELA MAP and FSA ELA.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)*

Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).

Use breakdown of MAP Learning Continuum to make educational decisions based on indicated needs for skill deficits on grade level standards.

Choose Strategy

1. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
1. Inclusion teachers and ESE VE Resource teachers & Speech Language Pathologists analyze 2018 FSA and MAP 3 data.	Principal Assistant Principal	August 2018
2. Look at instructional indicators from data.	ESE Inclusion teachers & VE Resource teachers & Speech Language Pathologists	August 2018
3. Make instructional decisions based on data indicators. Develop foundational IEP goals that support skills needed to progress to proficiency on grade level standards.	ESE Inclusion teachers & VE Resource teachers & Speech Language Pathologists	Ongoing
4. Develop foundational IEP goals that support skills needed to progress to proficiency on grade level standards.		
5. Use frequent assessment to monitor for student progress on IEP Goals and Grade level skills needed to progress towards proficiency on grade level standards.	ESE Inclusion teachers & VE Resource teachers & Speech Language Pathologist	Ongoing



Subgroup Goals

2. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement

Priority(ies): Priority 1 Priority 2 Priority 3

3. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Using the MAP Learning Continuum to make instructional decisions for progress on grade level standards.	8 classroom teachers 2 speech pathologists 2 VE resource teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Using frequent assessment to determine progress on IEP goals and grade level standards. Building the bridge from IEP goals to grade level content skills needed to close the achievement gap for students with disabilities.	2 speech pathologists 2 VE resource teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Planning for instruction for IEP goals and instruction that supports grade level standards.	2 speech pathologists 2 VE resource teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



D. Gender (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 72% of Bauder Female students scored at proficiency or above in ELA and 62% of male students scored at proficiency or above in ELA, as evidenced in 2018 FSA ELA tests. .
2. We expect our performance level to be 75% at or above proficiency for both male and female students by May 2019.
3. The problem/gap is occurring because Instructional strategies in ELA are not addressing the needs of male ELA learners to achieve a higher level of proficiency.
4. If additional strategies to engage and support male ELA learners were implemented an increase in proficiency would occur, and the problem would be reduced by 13%.

5. SMART GOALS:

EXAMPLE: The percent of male students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of male students achieving ELA proficiency will increase from 62% to 75%, as measured by the 2019 FSA ELA test. .

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for gender learners and are in addition to the strategies and actions*

- Teachers utilize culturally relevant teaching.
- Enhance the relationship-building skills for boys.
- Choose Strategy

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
1. Teachers will analyze data in regards to gender.	Principal/PLC facilitators	Ongoing
2. Teachers will plan ELA instruction looking at how gender is being addressed and what strategies are working to increase male achievement.	PLC facilitators	Ongoing
3. Teachers will collect data on male achievement through classroom, district and state assessments to determine effectiveness of attention to gender through strategies and share at Data chats.	PLC Administrators	Every 6 weeks
4. Teachers will PDSA in PLCs what is working and adjust until data is indicating improvement and closing gender GAP	PLC Facilitator	Weekly

8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement

Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants	Priority Alignment



Subgroup Goals

	(number and job titles)	
AVID Training – Planning with Gender in Mind. What does research say works?	All Classroom Instructional Staff (43)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practices	All Classroom Instructional Staff (43)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
RUS training with self-selected text. Introducing Books from your classroom library or school library that are high interest books.	All Classroom Instructional Staff (43)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Gifted (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance for grade 3- 5 gifted students is 5% of gifted students scored below a 3 on the ELA FSA, 18% scored a Level 3, 42% scored a Level 4, and 35% scored a Level 5 as evidenced in ELA FSA data.
2. We expect our performance level to be 100% of gifted students score at level 4 & 5 on ELA FSA by May 2019.
3. The problem/gap is occurring because ELA student tasks are not aligned to the level of rigor needed to demonstrate rigorous learning .
4. If rigorous instruction aligned with rigorous student tasks would occur, the problem would be reduced by 23%..

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of gifted students scoring level 4 or 5 on the state ELA FSA test will increase from 77% to 100%, as measured by the 2019 ELA FSA .

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for gifted/talented learners and are in addition to the strategies and actions articulated with the content specific goals.)

- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
1. Gifted teacher and gifted cluster teachers analyze gifted student ELA data – MAP , RUS/ Progression of Learning, FSA data	administrator	August 2018
2. Cluster teachers and Gifted teacher meet to plan ELA instructional strategies and student tasks aligned to standards and rigor using Reading Units of Study Learning Progressions.	Cluster vertical team w/ support from gifted teacher -Cluster PLC Gifted teacher – facilitator	Monthly
3. Teachers plan for ELA instructions including strategies to increase rigor for gifted students. Teachers plan assessments used to measure learning progress.	Gifted Cluster PLC-gifted teacher facilitator.	Monthly
4. Teachers plan for book clubs and choices for text selections that require complex thinking skills	Gifted Cluster PLC	Monthly

8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Training: Teaching gifted students with ELA rigor in the general education classroom.	4 gifted cluster teachers; Training by Bauder gifted teacher & gifted supervisor	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

List the specific strategies your school uses to build relationships with families and the community.

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> Parent Training- Use of portal to track progress Student-Led Conferencing Restorative Practices Newsletters Agenda Books School Messenger School Facebook Page Web site 	<ul style="list-style-type: none"> Technology Specialist Classroom Teachers Guidance Counselor Principal Classroom teachers Principal Tech Specialist A.P. 	<ul style="list-style-type: none"> September 2018 May 2018 Monthly Daily Weekly Ongoing Ongoing
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Family Math Night Science Parent Night Technology Training I – Station 	<ul style="list-style-type: none"> Math Team Science Team Tech Team Technology Specialist 	<ul style="list-style-type: none"> October 2018 October 2018 Monthly September 2018
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Parent Teacher Conferences IEP Meetings Administrative Conferences Surveys 	<ul style="list-style-type: none"> Classroom Teachers Case Managers Administrators Administrators & Teachers 	<ul style="list-style-type: none"> Ongoing Ongoing Ongoing Ongoing
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Invitational Perspective -Inviting parents as partners in education – Each August 	<ul style="list-style-type: none"> Patty Gaston 	<ul style="list-style-type: none"> Ongoing – Initial meeting September 2018

5. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Collaborating for Success.	20% of Bauder staff will take Collaborating for Success Training by May 2019.	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Jesse	Coraggio	White	Parent
Karl	Weimer	White	Parent
Christy	Rissin	White	Parent
Kelsey	Styles	Black	Business/Community
Sally	<i>Follet</i>	White	Parent
		Select	Choose an item.
Demetris	Dixon	Black	Teacher
Alicia	Suttrich	Hispanic	Teacher
Penny	Coraggio	White	Teacher
Patty	Gaston	White	Support Employee
Lisa	Bultmann	White	Principal
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

Yes No, the steps being taken to meet compliance are (describe below):

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

Yes, Committee Approval Date: Click or tap to enter a date. No



BUDGET / SIP FUNDS

Describe the projected use of school improvement funds and include the amount allocated to each resource. *Budgeted amounts are approximations.*

Budget Categories		Amount
1.	Academic Support	\$ [Insert amount for category]
		[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
2.	Behavioral Support	\$ [Insert amount for category]
	Recognizing positive student behavior.]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3.	Materials and Supplies	\$ [Insert amount for category]
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (i.e., travel, registration fees, etc.)	\$ [Insert amount for category]
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5.	Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)	\$ [Insert amount for category]
	TDEs for teacher planning for rigorous instruction with aligned student tasks	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
6.	Other (please list below)	\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]



Budget and Other Requirements

	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ [Insert total estimated SIP Budget]		