



# School Improvement Plan 2017-18

## Bauder Elementary School

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



## School Profile

<b>Principal:</b> Lisa Bultmann	<b>SAC Chair:</b> Jesse Coraggio
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<b>School Vision</b>	Building 100% Success with Quality and Honor.
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<b>School Mission</b>	<b><i><u>“ BUILDING 100% SUCCESS WITH QUALITY &amp; HONOR” by Preparing all Bauder students for on or above grade level work in middle school and beyond by collaborating as educators and a community!</u></i></b>
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
801	2.3	4.6	5.6	4.4	83.1	

<b>School Grade</b>	<b>2017:</b> A	<b>2016:</b> A	<b>2015:</b> A	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	74%	70%	76%	79%	64%	73%						
Learning Gains All	70%	62%	72%	76%								
Learning Gains L25%	63%	48%	63%	50%								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Lisa	Bultmann	FT	4-10 years
ASST. Principal	Chris	Baker	FT	1-3 years

<b>Total Instructional Staff:</b>	<b>48</b>	<b>Total Support Staff:</b>	<b>4</b>



# School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3  
**Marzano Leadership** ●Domain 5

## School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

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 and common area of Bauder.

Bauder Elementary School Guidelines for Success

- Be Respectful (Honoring Yourself & Others)
- Be Safe
- Be Prepared
- Be An Active Learner

Bauder common-area expectations are clearly communicated. The staff has developed expectations for each common area. Training for these expectations and common areas is ongoing and is differentiated as indicated by schoolwide, grade level, class and student data. At the beginning of the school year training for common areas is presented by role modeling in each specific area. This is for all students that are part of that common area. This year we will video this so that students new to Bauder will be able to view the video so that they will also see modeled expectations. The video will be available during the school year for ongoing training for staff and students. Artifacts are displayed in the common areas that relate to specific expectations for the common area. It is an expectation at Bauder that staff provide ongoing training and re-enforcement for the honoring of expectations. Recognition for expectations use by students, classes, grade levels and the student body may be recognized verbally, by sending a “Seahawk Salutation”, by presenting a “Super Learner Word” or by presentation of Super Learner Tickets” .

**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. We believe that calling attention to the positive re-enforces and multiplies expected behaviors. Our Bauder data indicates that the recognition of expected behaviors rather than rewarding expected behaviors works for over 95% of our students. We are committed to supporting ALL Bauder students in following expectations. Additional supports and Tier II and Tier III supports are available to support children that need it as indicated by data. Our systems of recognition include both in school and out of school activities and both academic and character recognitions. For Students:

- SEA Hawk Station Recognition
- Student of the Week
- Character Kid of the Month
- Character Can Recognition
- SUPER - Sea-Hawks
- Honor Roll
- Principal List
- Sea Hawk Salutations

Super Learner Tickets  
 Super Learner Word  
 Attendance (H.E.R.O.)

**RESTORATIVE PRACTICES:** During the summer of 2017 a school team of Bauder staff was trained in some aspects of Restorative Practices. This team will be providing training and support for Bauder staff to implement and use components of Restorative Practices. The focus for this school year will be the trainings and use of **Community Circles** to build **relationships** between students and adults, students and students and adults and adults on campus and in the community. Circles will be used through the year at PLCs, staff meetings and other meetings for staff to be able to observe the usefulness of this structure and the many purposes circles can serve. The use of affective statements and questioning will be taught to help support the circle structure and process. The use of Circles will provide a venue to learn empathy skills and conflict resolution. The use of restorative practices will also give students and staff the opportunity to own and take part in making restoration by taking an active part and ownership in fixing harm that may have been done. Our Bauder students will have an opportunity to do this by using **action plans** to help determine how they can best fix a conflict or problem.

**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 prevention and being proactive. Many routines are used school-wide and in classrooms to develop predictability and security for children.

**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 each Friday. Students are also recognized each month that have modeled the character word of the month by our community partner Martin’s Martial Arts.

**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. This provides a sense of security for staff and children in regards to knowing what to do in case of emergency situations.

**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. Bauder has an ANTI BULLYING/SAY SOMETHING Program and students are taught what bullying is and how to assist in bully situations and how to report a bully incident. During the 2016 – 2017 school year Bauder had three formal Bully report incidents. Three were unfounded. During the 2017 -2018 school year the Bauder Assistant Principal will present material to teachers and parents to remind them or teach them about what constitutes bullying and how to prevent or help when concerns arise.

**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 study 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.

The principal continues to work with the district and county to improve the road safety surrounding the Seminole Community schools.

**TIERed Support:** The Bauder Child Study Team and Grade Level PLCs also look at groups of children and individual children that need additional support i.e. small groups (guidance counselor, social worker) specialized intervention(s), mentoring, Bauder Buddies, to meet Bauder guidelines.

**INSPECTIONS:** Each year Bauder goes through necessary inspections to ensure we are in compliance with state and district mandated safety procedures.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

**Teaching the Guidelines and Rules**

Every Bauder classroom teacher turns in a plan for teaching school-wide expectations and classroom expectations. The first week of school is dedicated to making sure that students understand expectations and guidelines. Classroom teachers build a rubric for student input in regards to what each Guideline for Success looks like in the classroom. Additions to the rubric or deletions may occur throughout the year. Teachers review parts or all of these rubrics frequently and students practice, review and have re-teaching sessions periodically.

Expectations and guidelines are reviewed as determined by discipline data thereafter. Support and Tiered support is provided for those children that do not demonstrate desired expectations. Action plans aligned to school expectations are used by administrators to process student mis-behavior and provide an opportunity to correct /restore and teach to appropriate choices.

The Bauder morning news show – “SEAHAWK STATION” will be used to focus on Bauder Guidelines for success and expectations in school-wide common areas as well as role modeling expectations in common areas.

The principal, assistant principal and guidance counselor will talk about expectations. After initial school wide modeling student TV staffers will help role model examples of school expectations.

Bauder Buddies has been implemented to support students that experience difficulty with the behavior expectations or students that need additional adult relationships to be successful in the school setting. Bauder’s expectations are principle based and each child is viewed as a learner of behavior as well as an academic learner. As we differentiate for academic learning at Bauder we also differentiate in the learning of school behavior. ALL students are required to meet the high behavior expectations but varied levels of behavior support are necessary to meet the needs of all Bauder children.

Levels of support are determined by school-wide data, classroom data, individual student data. TIERed support systems are put in place by the MTSS team, Child Study Team and PLCs.

**Culturally Relevant Teaching:** Bauder is embracing and implementing the components of PBL Personalized/Problem & Project Based Learning. This provides another opportunity for every classroom teacher to facilitate the use of cultural relevant learning tools so that each student has the opportunity to learn Bauder Guidelines and Expectations by mimicking a related cultural learning style. Using games, making the learning process social and/or creating stories (Zaretta Hammonds) supports the learning process for expectations that are relevant for many diverse learners.

**Bauder Buddies:** Relationships are key for the success of ALL. Bauder Buddies has been implemented to support students that experience difficulty with the behavior expectations at Bauder. This system sets-up a student with a Bauder adult to get encouragement and support.

**Equity** in behavior is ensured by making sure that the same (like academics/behavior ) expectations (results)are held for each child with differentiation in the level of support needed to meet expectations. This is built on the concepts of Restorative Justice and the Principle that behavior is learned and therefore must be taught. The use of Culturally Relevant Teaching to include the use of learning tools for ALL children from diverse backgrounds will be included. We believe that ALL children can meet BAUDER expectations with the appropriate support and learning tools.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

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 within Tier I.

For the 2017-2018 school year, Bauder’s school-wide plan will be more focused on **Restorative Justice**. Teacher feedback indicated that student conflict and student disruption was taking time from learning. A Bauder team will train and model the use of the circle structures to support building relationships and resolving conflict for teachers and staff. This will be a focus for the 2017 – 2018 school year. Classroom teachers will use the circle structure in the morning and at dismissal each day. **Action Plans** will also be used with students based on restorative principles to assist students with problem solving and restoration of classroom and/or school 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. PLCs are 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 MTSS team by the guidance counselor and student services members sharing PLCs.

**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.

**Say Something** - Bauder has an ANTI BULLYING Program and students are taught what bullying is and how to assist in bully situations. For the 2017 – 2018 school year Bauder’s Assistant Principal will present relevant information to staff in regards to the bully process, prevention and identification.

**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. Bauder Buddies can be used in this process for some students.

**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 . During the 2017 – 2018 school year the Bauder guidance counselor will do short lessons in every classroom regarding character, social skills and support children need to be successful in school.

**EDUCATION:** Like academics most behaviors are learned. Bauder’s School-wide Behavior Plan is based on the principle that (most) behavior is learned and behavior like academics is taught. 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 Program.

**ACADEMIC SUPPORTS:**

Bauder constantly monitors to see if TIER I academic instruction is meeting the needs of a minimum of 80% of all students. A variety of measures are used to make the 80% determination. In years past all indicators supported Bauder’s Tier I Instructional practices. Since moving to new standards, new testing, new curriculum and a change in the population that Bauder serves we have conflicting data in regards to the 80%.

The Bauder leadership team, PLC teams and SIP team with SAC input have looked at Bauder data to analyze and make decisions in regards to directions to move that would provide TIER I instruction that meets a minimum of 80% of the student population at Bauder as indicated by 2018 SAT 10 and FSA data.

For the 2017-2018 school year one focus for change is the level of engagement and ownership for students. To provide opportunities to foster increased stamina and focus within the work of learning Bauder is using the following to work to improve focus and stamina within TIER I:

1. **PBL** – Data from schools implementing Personalized Learning indicates a strong correlation between PBL and academic achievement at high levels. During the 2017 summer, 8 Bauder staff

members trained with Michael Gorman to learn more about implementation of PBL for elementary students. This team will continue the training of Bauder staff members. The voice/choice component of PBL will assist in addressing stamina, rigor and focus to support increasing engagement.

2. **Reading Units of Study** – For many years Bauder used the literacy work of Teacher’s College’s – Reading Units of Study to build an enriched community of readers and learners. This work was embraced by the staff and impacted the community in a positive way both affectively and academically. For the 2017-2018 school year Bauder has been given the opportunity to return to this work and will work hard to implement it with fidelity and grow a rich, literate community of learners that embrace this work. The work provides students with voice and choice through self-selected text, it emphasis focus and stamina by gradually increasing time in text and uses daily conferring for assessment, growth and the opportunity for students and teachers to connect as readers.
3. **Increasing time to grapple with multi-step mathematical problem solving.**
4. **Differentiating Instruction** within core instruction. Small groups, rigor, voice and choice, differentiated student products and demonstration of mastery of standards.

If students indicators are showing resistance to TIER I differentiated instruction the TIERED Student Study Team/PLC team and teacher meet and study the data indicators and select TIER II interventions that address indicators. Possible Tier II supports:

Small group Reading (i.e. Jan Plan, Beck, LLI), small group math support – (i.e. Go Math and/or Soar to Success.)

TIER II data is collected and data points are studied. If there continues to be resistance to instruction within TIER II, interventions can be changed or TIER III interventions can be put in place along with a PSW/FBA, P-BIP. These interventions are measured weekly and decisions for each child within TIER III are made based on collected data once six weeks of data points are collected and analyzed.

**Data-Based Problem Solving**

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

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.

**Physical Needs** of children: Bauder data and feedback from Health Services indicates a higher percentage of children that have physical needs requiring therapies, medications, high needs associates, nursing services. Before the beginning of each school year Bauder’s health services person compiles a Health Awareness and needs document for review. Staff members involved with children on this list meet to discuss needs and take trainings, - CPR, First Aide, Seizure training, diabetes training, Meds training and/or AED training are taken to ensure the safest possible environment for these children. Some children also receive therapies on campus from outside resources. State mandates such as, #1108 has provided the way for these therapies to be received on campus. Some of these children are very involved and it is necessary to have assistants with them throughout the school day.

**Social/ Emotional Needs**

**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. PLC s are 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. Information is carried back to teachers

from the Child Study Team by the guidance counselor. The MTSS Student Services/Child Study Team is also available to meet with individual teachers regarding students based on request and need.

The Bauder **Guidance Counselor** provides **small group sessions** for students with social and/or emotional concerns as indicated by teacher or family. The school social worker (when available) works with students one-on – one.

**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/CST team assist teachers and students with supports and interventions for assistance and further study. Bi-monthly child study teams include all required members, that address students that have missed 10% or more of school and look for trends of why students are not attending. We will try to use attendance codes this year for this purpose. Problem solving will be used. Completion of the attendance PSW for attendance problem solving will be used lead by Vicki Highfield, Bauder’s district attendance specialist. Bauder consistently uses school profiles as data for Child Study and works to find out why children are missing school. This has been done in the past and it has been observed that at Bauder a significant number of children miss school for vacations and parents’ business trips. We have educated our parents that these are unexcused absences but that has done little to limit this reason for absence. Our CST team has met and this year we will place an article in the newsletter and each month, continue our HERO Attendance Awards and educate parents about attendance at all of our school functions.

**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 Completion school days.

**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. The guidance counselor teaches classroom lessons in regards to social skills, character, conflict resolution and managing behavior and emotions.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

**Bauder’s Daily Behavior Report Card.** This is a tool used by each teacher for the purpose of collecting individual student data and comparative data on every K – 5 student at Bauder. This data provides a rating from 0 to 3(defined in SWDP) for each student daily. The data is collected monthly by the guidance counselor and the school principal prepares a data report for MTSS, Leadership and staff regarding data collection affording Bauder the opportunity to track data in regards to student behavior school-wide.

Bauder PLCs, MTSS team, Leadership Team, SIP Team and Child Study Team take a part in data analysis at Bauder. The MTSS team, Leadership Team and SIP team look at big picture data and make recommendations in regards to TIER I academic and behavior concerns and improvements. PLCs and the Bauder Child Study Team look at student data each week to disaggregate and analyze data to make recommendations and provision of support for groups and or individual children. Bauder grade level teams have scheduled Data Chats with the administrative team, guidance, hourly teachers and student services to analyze and make recommendations for support for children.

Data sources include:



Bauder’s Literacy Collection Tool  
 Performance Matters,  
 School Profiles  
 Disparity Data  
 Discipline data (NOW Book)  
 Daily Behavior Report Card Data

**High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Bauder’s Advance Ed Climate Survey indicates that expectations for students at Bauder are high. This indicator (Staff Q. #9 - School leaders expect staff members to hold high academic standards for all.) rated as one the highest on Bauder’s climate survey 98%. Leadership ensures that all staff have high expectations for the success of all students by:

1. **Modeling** the belief that ALL students are capable of learning at high levels and have the right to an education that will provide them with opportunities to live and succeed in a world that has high demands for excellence. 2.To ensure high expectations for learning by **providing time** (Block scheduling)for teachers to collaborate and plan well thought out instruction at high levels that require high levels of thinking for students. 3. **Professional development** aligned to standards and the depth of knowledge students need to demonstrate helps support rigorous and equitable learning opportunities for all students. 4. A focus on **personalization** of instruction and **high engagement** levels( i.e., voice/choice, PBL) support students’ ability to participate in learning that requires higher levels of thinking and demand. This is why the Bauder staff decided to accept the challenge of being part of CoHort 3 – Personalized Learning. 5. **Making Instructional decisions based on data** and knowing the staff, students and community. The 2017 -2018 school year brings a return to the Reading Units of Study work for Bauder teachers and students.

 **School Culture, Climate / SWBP / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
<p><b>Goal:</b> Bauder’s data indicates 30 referrals and 3 suspensions during the 2016-2017 school year. Based on the Advance ED Survey Data to improve the overall culture and climate at Bauder we will increase to 75% approval rating that <i>My Princiipal and Teachers ask me what I think of school by May 2018.</i>  <i>We believe this will increase all students sense of belonging and value.</i></p> <p><b>Strategy:</b>                  Our primary strategy to improve the culture and climate of Bauder is to build strong relationships between students and students, students and staff, staff and staff, staff and families and school and community. We will do this by providing restorative practices (i.e. Community Circles) and culturally relevant tools and training for ALL Bauder staff by September 2017 to support the building of positive relationships with students, families and community.</p>	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

<p>Increased positive culture is built on the strength of relationships. At Bauder we take time to build relationships. Positive relationships are built upon the recognition of individuals and groups and their how valued they are and gratefulness for their contributions to the community of Bauder and the community of Seminole. One of the Key Strategies at Bauder will be recognition systems for students, staff and community members.</p> <p>For Students:</p> <p><b>SCHOOLWIDE REWARD SYSTEM:</b></p> <p>Target behaviors - (Increase positive student behavior) Positive Recognition 5:1(Research Based)</p> <ol style="list-style-type: none"> <li><b>1. Student of the Week</b> Each week a student from each class is recognized for demonstrating our Guidelines. These students receive a certificate and our recognized on Seahawk Station - Classroom Teachers - Weekly</li> <li><b>2. Character Can</b> - Each Classroom has a Character Can. Teachers or other students recognize students that are demonstrating the character word of the month and children put their name in the can. Every Friday each class brings their can to the cafeteria and a students name is drawn to represent the character word. Classroom Teachers, Principal &amp; Asst. Principal</li> <li><b>3. "SUPER" Seahawks</b> - Every other week the each teacher selects a student to represent Guidelines and great EFFORT at school. These children receive a certificate and come to the cafeteria to play balloons and games with the principal. Principal, every two weeks.</li> <li><b>4. Super Hero Tickets BUCKET</b> - Classes can earn Super Hero Tickets in Art, Music, PE, Cafeteria and Common Areas. Each Monday the class at each grade level that earned the most Super Hero Tickets earns the Bauder SEAHAWK in their room for the week. (Principals)</li> <li><b>5. Monthly Character Award</b> - Bauder partners with Authentic Martial Arts and each Month a Lesson on the monthly Character word is delivered and a students representative is selected by the teacher to receive recognition by Martial Arts with a certificate and a prize. (Guidance Counselor/Rick Martin)</li> <li><b>6. Seahawk Shuffle</b> - Students that earn individual STARS in the cafeteria can earn the privilege of doing the Seahawk Shuffle with the Principal in the cafeteria during lunchtime... (K &amp; 1<sup>st</sup>) or "sit with a friend" (2 – 5<sup>th</sup>) Principals</li> <li><b>7. Sea Hawk Salutations:</b> Any staff member can send one of these to a child, class, or grade level to recognize an act or accomplishment. Each week several are read over announcements and then all are passed out to recipients. This affords staff an opportunity to get to know children outside of classroom. Our climate survey indicated a need for this.</li> </ol> <p>FOR STAFF:</p> <ol style="list-style-type: none"> <li><b>1. School Recognition Board.</b> This board is in the staff mail room and staff members recognize each other by using cards to fill out what they want to acknowledge about other Bauder staff members at Bauder. Each month cards are drawn at the staff meeting and the principal awards recognition prizes to staff members.</li> <li><b>2. Weekly Gratitude.</b> Each week staff members are recognized for the above and beyond work within the Monday Update. The</li> </ol>	<p>Lisa Bultmann Lynn Jennings Chris Baker Classroom Teachers</p>
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<p>principal recognizes staff members each week that have gone above and beyond.</p> <ol style="list-style-type: none"> <li>3. <b>Monthly Celebrations.</b> Each month a celebration is held for all staff. It is before or after school and staff members from one team bring in food items to share and gather with all members of the Bauder staff.</li> <li>4. <b>Monthly Socials.</b> Each month a location is selected off campus for staff members to come with spouses and enjoy each others company after school. Some of these are also family friendly and all family members join.</li> <li>5. <b>*Staff Appreciation:</b> The Bauder Boosters each MONTH Selects one Staff member to recognize for above and beyond service to the Seminole community.</li> <li>6. <b>Measure of Excellence:</b> Each staff meeting 3 staff members that have received the “Measure of Excellence” will award the yard stick to another staff member that has shown commitment to excellence. “Be a yardstick of quality. Some people aren’t use to an environment where EXCELLENCE is Expected.” Steve Jobs</li> </ol> <p>COMMUNITY: Community members are recognized for their contribution to Bauder by:</p> <ol style="list-style-type: none"> <li>1. <b>“Serving Sea-Hawk Recognition”</b> – Each month a community member is recognized by Bauder for the service they provide for others in our community.</li> <li>2. Each Month a <b>SeaHawk Service Project</b> is performed by students of Bauder to enhance the community.</li> <li>3.</li> </ol>	
<p><b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.</p>	
<p>What is the key strategy that you will implement to accomplish this goal?          Goal 1: Bauder will decrease the number of bus referrals for children that are A.A. by 50% from the previous year by May 2018.</p>	
<p><b>Goal 2.</b> Opportunity Groups. <b>To provide connection to Bauder &amp; Bauder staff for minority students at Bauder. During the 2017– 2018 school year teachers will use morning and afternoon circles for relationship building and the Bauder counselor will meet w/ Bauder minority students to increase a sense of belonging and inclusion as measured by a comparison of beginning and ending survey results in May 2018.</b>          The guidance counselor oversees grade level groups. This provides opportunities for students to connect with an adult and each other for support and connection. Study skills, study habits, problem-solving and friendships are a part of the focus of these groups.</p>	<p>Name of person(s) responsible          Lynn Jennings – Guidance          Classroom teachers</p>
<p><b>Optional Goal:</b> Describe any other goal you may have related to school culture or climate. Use only if needed.</p>	
<p>During the 2017 -2018 school year the Bauder instructional staff will implement culturally relevant learning strategies to increase academic engagement and achievement to increase learning as measured by MAP by May 2018.</p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p>	<p>Name of person(s) responsible</p>

<p>Training on Culturally relevant strategies based on the research. Strategies to Include: 1. Oral language, 2. Games, 3. Cooperative/ Social grouping for learning 4. Story - telling</p>	<p>Principal</p>
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## Standards-Based Instruction for Learning

Connections: District Strategic Plan ●Goals 1,2,4,5  
Marzano Leadership ●Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Bauder Elementary has strategies of focus to increase rigor and student engagement. In the past Bauder has evidence of higher levels of engagements when students are given opportunities to have a voice/choice in their learning. Past successes with this have been SEM. Bauder is a school that has embraced the SEM model and our attendance data supports that when children are given an opportunity to learn through their strength, student engagement increases (increased attendance on SEM days). We also noted an increased level of positive affect from children (teacher observation) when children have some say in the texts that they read (self-selected text). Past Bauder data indicators showed a more positive trend (FCAT, Running Record) when children had opportunities to select text.

As a result of this observational and collected data Bauder will:

- Implement Personalized/Project/ Based Learning. We believe that this is a natural path from SEM to PBL. We believe that this transition affords Bauder the opportunity to maintain the many positive components of SEM but add the standards base component from PBL. This will afford our students voice and choice while increasing the cognitive demands (rigor) of work using PBL frameworks.
- Re-implement the Reading Units of Study work. Bauder is thrilled to go back to using the Reading Units work from Teacher’s College. The level of stamina and engagement of students with text has decreased at Bauder since leaving this work and we believe that the more time children spend engaged in reading the greater advantage they have to become strong and strategic readers.

**Planning** using Florida Standards is a priority strategy at Bauder. Teachers have spent the past several years studying and unpacking Florida Standards and looking at the complexity level and demand of the standard for grade appropriateness. PLCs are used for professional discussion regarding the level of rigor or complexity of each standard. State Reporting categories verbs and Webs Depth of Knowledge descriptors are studied to determine what students should be able to do to demonstrate proficiency in regards to Florida Standards. The Bauder instructional staff plan collaboratively using district content guides and curriculum that are aligned to Florida Standards.

Bauder Elementary has become a member of **CoHort 3** of Pinellas Innovates. This work, based on personalized learning, gives student voice and choice within the learning process while still using Florida standards as a foundation. The research done by the Pinellas Innovates district initiative supports increased levels of student engagement and rigor through personalized learning.

**Professional Development:** Bauder instructional staff is taking time to study the **complexity levels** of standards and what that means students should be able to do within the content specifics of the standards. Bauder is focusing this year on greater **student autonomy** within the learning setting by using instructional practices that focus on less explicit instruction and more student-led and centered learning and accountability. Bauder has re-embraced the **Reading Units of Study** based on the work from Teacher’s

College. This is work that Bauder was committed to several years ago and with district initiatives the work went away. Bauder has been permitted to re-engage this work and we believe it makes a very important difference in our students' by increasing the ability to engage, the level of stamina, the opportunity to develop a love of literacy and the time to become strategic readers.

**8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?**

<p>Key Areas of Improvement for Increasing Rigor:</p> <ol style="list-style-type: none"> <li>1. The use of dedicated PLC time to study the level of difficulty/demand of standards and how to plan instruction with rigor. Moving to more instruction reflective of Marzano's DQ 4 and providing opportunities for students work aligned to complexity levels assigned to standards.</li> <li>2. Increased focus on the use of rubrics, targets, teaching points and scales for assessing levels and demands of learning</li> <li>3. Student Accountability in learning- Ownership of learning by students. Releasing ownership and responsibility of learning to students.</li> </ol> <p>Key areas of Improvement for increasing student engagement</p> <ol style="list-style-type: none"> <li>1. Personalized learning (voice &amp; choice). Paying closer attention to the strengths of students. Spending more time on strength based learning and less time on deficit instruction.</li> <li>2. Conferring with students in regards to learning.</li> <li>3. Earlier release of learning within the gradual release model.</li> </ol> <p>Data used to make these decisions was the disaggregation of data sources (FSA, Module, Cycle) which indicated that Bauder numbers reflect a decrease in students performing at the highest levels and an increase in students performing at middle and lower levels.</p>
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**9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.**

<p>Teachers at Bauder plan using Florida Standards and use district and state resources based on grade appropriate standards to plan for instruction. Instruction is aligned to grade appropriate standards.</p> <p>The Bauder staff use multiple sources of data, both formal and informal, (R.R., module assessments, journals, students work, state tests, MFAS, district assessments, surveys, performance tasks) to measure for learning and proficiency on standards. Assessment, both informal and formal, are used to measure student progress. These assessments provide data for teachers to make instructional decisions. Students also self-reflect and are provided scales and rubrics to assess their own learning in order to become increasingly responsible for their learning and achievement. Students have data books that help them track their status on goals and use self-reflection in regards to learning.</p> <p>PLCs are used to look at student data. Three times a month a relevant piece of data is studied and analyzed at a grade level or articulated PLC. This data is primarily used for differentiation of instruction within classrooms and making daily instructional decisions based on what is and what is not working for students within a unit of study and/or module. Pre-determined dates are decided upon (depending on district assessment schedules) for data chats. Data chats are more formal and are used to look at grade level results and make TIER I instructional decisions and drill down to provide TIER II and III information.</p> <p>During the 2017 -2018 school year we are addressing personalized learning, conferring and strategies to scaffold student learning in a more personalized way.</p>
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With in PLCs each team plans together and reviews a piece of student data each week to provide for an ongoing cycle of improvement. Every six weeks Bauder PLCs have formal Data Chats by using the data that is collected in Bauder’s Data system to make TIER I, II & III instructional decisions. We look at R.R. data, Student Product, I – Station, ST Math, Unify Assessments, (MAP), MFAS to make decisions by team, grade level, groups of students and individual students. Each content area in the Bauder SIP has a Cycle of Improvement included for goal achievement within content.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

**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 together to make connections and bridges for students and families that move through leveled educational settings.

STRATEGIC in MONITORING: Bauder articulates from grade level to grade level and from elementary to middle school teachers to support the gathering of information and monitoring to determine the readiness from on grade to the next and one setting to the next. Bauder articulates grade to grade once a semester and from school to school once a year in March. Data is collected on interventions weekly for students on PSWs and twice a month for students with PMPs. The following are used for tools of monitoring.

TOOLS of Monitoring:

Kindergarten:

Alpha Recognition

Letter Names

Letter Sounds

1st Grade

NWF – Nonsense Word Fluency

Oral Fluency

2nd Grade:

Fluency

DAZE

3rd Grade:

Fluency

DAZE

4th Grade :

DAZE

5th Grade:

DAZE

Grades K – 5 :

I – Station, Running Record

Literacy Tools of Monitoring:

Alpha Recognition

NF – (AIMS (TIER III) DIBELS(Tier II)

DORF – (DIBELS)

ORF (Tier II)

DAZE/DIBELS(Tier II)

MAZE (TIER III)

AIMs – TIER III (Files in AIMS WEB)

R.R. – Tier I

MAP (K – 5)

3rd Grade –( Module C, F-1, F-2)

TIER III is in AIMS WEB – Probes once a week

INTERVENTIONS

Tier II

Jan Richardson

I – Station ( 60 minutes per week)

Explicit Instruction

LLI

TIER III

LLI

Individualized by MTSS/Diagnostician

Increased time

I – Station

Mathematics

Small Group Instruction  
Increased time on ST Math

TIER III  
SOAR to Success  
More Explicit Instruction  
Increased Time

ELPs are monitored as follows:

**TYPE of Activities:** LLI - Hourly Teachers \$22,220.00 Before & During School

**Frequency:** 4 days per week for 90 days

**Number of Students:** All K- 5 Students **Number of Staff** Paid out of funds – 4 before school/3 during school **Progress Monitoring :** LLI assessment for progress

**Outcome Measures:** R.R. Data (LLI)

Estimated number of students to be served: 100 (1<sup>st</sup> – 5<sup>th</sup> grade ) Bauder students fall into the SAT-10 1, 2, & 3 or Level 1 & 2 FSA plus 2 students retained. K students will also be served based on teacher recommendation.

**ELP BAUDER ELEMENTARY SCHOOL 2015-2016**

**SUPPORT – Grades 3 & 4 Reading**

Budget \$21, 610.00 Balance after LLI .5 hours Before School = \$17,470.00

Serving 3<sup>rd</sup> & 4<sup>th</sup> grade FSA Level 1 & 2 students & SAT-10 1, 2, 3s.

Goal: To increase the literacy skills of students that scored low on the state FSA Reading test and SAT – 10 as measured by FSA learning gains for the 2016-2017 school year and LLI assessments.

Teacher: Hourly teachers- Carol Spencer, Laura Piskhur, Jan Taeuber, Denise Closterman

Before School 8:00 – 8:30 – Monday, Tuesday, Thursday & Friday

Location LLI Rooms

Dates 9/11/17 – 4/19/18

**ACTIVITY:SUPPORT – Grade 3 Reading & Math Meeting Frequency:** 2 days a wk for 76 days

**# of Students:** 20 **# of Staff:** - 2 **Program Monitor –** Classroom CRT- Math & R.R. Data in Reading **Outcome measure** proficiency level on MATH FSA

**Serving: Grade 3 students** with 2<sup>nd</sup> grade SAT – 10 stanine scores in reading and/or math of 1, 2, or 3 for 30 minutes extended learning time 2 days per week. Approximate # 20 students

**Goal:** A Bauder teacher will use **J.R. guided reading strategies**, fluency builders and ST Math to increase student proficiency in reading & math as measured by FSA Reading & Math tests for served students by May 2017.

Teachers: Mancuso/Hull

Before School – 2 days per week for 30 minutes ( Monday, Wednesday,)

Central lab -

**SUPPORT – Grade 2 Reading & Math**

**Activity:** 2<sup>nd</sup> Grade After School RDG & Math Support **Meeting Frequency:** 1 afternoon per week for 30 weeks

**# of Students** 15 **# of Staff** 1

**Serving: 2<sup>nd</sup> Grade** After School Support for students in 2<sup>nd</sup> grade with Stanine 1, 2 ,3 on 1<sup>st</sup> Grade SAT – 10 .

Approximate # of Students 15



**Goal:** To increase students(1<sup>st</sup> graders that scored 1, 2, 3 on SAT -10 math/reading) proficiency in reading and math as **measured by** gains in SAT – 10 assessment, R.R.s by using fluency builders(Reader’s Theatre), J.R. guided reading supports, and ST Math by May 2018.

Teacher: TBA

After School - 2:45 – 3:30p.m. – Tuesday

Dates – 9/19/17 – 4/18/18

Location: TBA (Teachers Classroom)

**Activity:** Grades 3 – 5 Math Support/Enrichment      **Meeting Frequency:** 1 time per 27 weeks  
**# of Students** 75

**# of Staff – 6**    **Progress Monitoring:** Classroom Cycle data    **Outcome: Proficiency level on FSA Math**  
**SUPPORT: Grades 3 – 5 Math**

**Serving Students struggling in Mathematics (Grades 3 – 5) or Students Accelerated in Math** as indicated by classroom work, FSA measures and assessment indicators by providing support with math homework, ST math extended time and strategic instruction in small groups using GO Math and support & acceleration using KHAN Academy.

Approximate # of students served = 75.

Teachers: Total of 6

**Goal:** To increase student proficiency in mathematics by May 2017 as **measured by** FSA Learning gains and proficiency indicators on district cycle assessments.

After school Tuesdays - 2:45 – 3:45 – One day per week

Location – Assigned teachers classroom

September 26, 2016 – April 10, 2017 – (26 weeks)

Approximately 75 students served

**Activity:** ST. Math Support – K - 5      **Meeting Frequency:** 2 mornings per week per student (4 days per week)  
**# of Students** 40                      **# of Staff** 4    **Progress Monitoring:** K – ST Math data, 1st – 5<sup>th</sup> ST Math data

**Outcome:** Proficiency on SAT – 10 Math or Proficiency Level on FSA MATH

**SUPPORT: Grades K – 2 & Grades 3 – 5 Math**

ST Math Morning LABS to serve student struggling in mathematics.

**Goal:** To increase the math proficiency of below grade level math students (SAT -10 -1,2,3- Teacher Recommendation in **K & 1st /SAT-10 2<sup>nd</sup> & 3<sup>rd</sup> and FSA 1 / 2 grades 4 & 5**) by extending math time using ST Math and measuring increases by one or more of these measures - district assessments, ST Math pre and post assessments, MFAS, CRTs and FSA Math state tests by May 2017. Approximate # of students s – 50 students

Before School – Monday & Thursday

September 18, 2016 - April 6, 2017

Two Mornings a Week Serving Struggling Math Students –

8:00 – 8:30 - M, R Lab for Support in Mathematics – Primary Lab

8:00 – 8:30 –M & R Lab for Support in Mathematics – Intermediate Lab

Approximately 40 students served

**Activity:** Writing Enrichment      **Meeting Frequency:** 1 afternoon per week/17 weeks      **# of Students** 18

**# of Staff:** 1    **Progress Monitoring:** Progress on writing samples (**rubric**)    **Outcome: Above** Proficiency on writing portion of ELA FSA

**SUPPORT: Grades 4 & 5 ELA**

Writing & Literacy after school 4<sup>th</sup> /5<sup>th</sup> graders =

**Goal:** Increase student preparation for writing and reading state testing as **measured by above** proficiency levels on state reading and writing tests by June 2018. Approximate # of Students - 18

Thursdays October 5 – February 22 2:45 – 3:30 p.m.

Approximately 18 students served

**Activity:** Lego/Robotics      **Meeting Frequency:** 1 afternoon per week 27 weeks      **# of Students** 30  
**# of Staff** 1      **Progress Monitoring:** Cycle Assessments      **Outcome:** Above Proficiency FSA Math  
**ENRICHMENT: Grades 3 & 4 - Higher Level Thinking**  
 Robotics/Lego /Chess  
 Goal: To enrich and increase student achievement in math & science by providing high interest activities that require deep thinking in the area of STEM to promote an increase in achievement in math and science as **measured by** learning gains in district, and state assessments by May 2018.  
 Serving: **3<sup>rd</sup> & 4<sup>th</sup> grade Students.** . Affiliated with the Robotics Club from Seminole High School.  
 September 28 – April 19 = 27 weeks  
 After School Time: 2:45 – 3:30 -  
 After School – One day per week 60 minutes Approximate # of Students - 30  
 Approximately 30 students served

**Activity:** Maker Space/Mine Craft      **Meeting Frequency:** 1 afternoon per week/27 weeks      **# of Students** 22  
**# of Staff** – 1      **Progress Monitoring:** Cycle Assessments      **Outcome Measure:** Above Proficiency FSA Math

**ENRICHMENT: Grades 3 – 5) Critical Thinking**

MakerSpace/Mine Craft  
 Goal: To provide highly engaging, high interest group activity that has a focus on problem-solving, critical thinking and technology skills to build high level learners as **measured by** learning gains in state FSA tests by May 2018.  
 Serving 3 – 5<sup>th</sup> grade students w/ high passion, interest in Minecraft approximately 22 students.  
 Dates – September 26 – April 17 (27 weeks)  
 After School Time 2:45 – 3:30 p.m.  
 One Day per week ( 27 weeks)  
**MINECRAFT REQUIRES A \$5.00 per STUDENT FEE that we are requesting be taken out of this budget - \$110.00**

**Activity:** WEB/Coding      **Meeting Frequency:** 2 days per week = 27 weeks      **# of Students-** 40  
**# of Staff** – 2      **Progress Monitoring:** Cycle Assessments Math      **Outcome Measure:** Above Proficiency in FSA Math

**ENRICHMENT: Grades 4 & 5 – Math & Higher Level Thinking**

Web Design and Coding Club:  
 Service: This group will serve **4<sup>th</sup> & 5<sup>th</sup> grade math students.** Approximate # of students served – 40.  
**Goal: GRADES 4 & 5** To enrich and increase student achievement in mathematics by building knowledge and interest in coding and web design. This increase will be **measured by** district assessments and state assessments in May 2018.  
 After school program 2 days per week.  
 September 25 – March 20– (22 weeks)  
 Teachers: Pearson/Coraggio

**Activity** FLASH – French for 5<sup>th</sup> Graders – **Meeting Frequency:** 1 day per week Tuesdays- beginning 9/12. **# of Students:** 18

<p># of Staff 1 <b>Progress Monitoring:</b> Through the district FLASH program (offered SMS &amp; SHS) <b>Outcome:</b> Building fluency in French</p> <p>ENRICHMENT: GRADES 4 &amp; 5</p> <p>Service: This programs serves approx.. 18 5<sup>th</sup> grade students to build fluency in French</p> <p>Goal: To build interest and beginning fluency in French and build an interest in pursuing the study of French in middle (high school) for the following 2018-2019 school year.</p> <p>Teacher: Delfonso</p> <p>9/12 – 3/20 Ms. Hartman’s Classroom</p> <p>Funding: District FLASH Program</p>
<p><b>Activity:</b> STRINGS <b>Meeting Frequency</b> one day per week <b># of students:</b> Approx: 80 4<sup>th</sup> &amp; 5<sup>th</sup> grade students</p> <p># of Staff: 1 <b>Progress Monitoring:</b> determined by Strings Program in district <b>Outcome Measure:</b> Increase in participation and researched increase in academic performance by participation in arts &amp; music.</p> <p><b>ENRICHMENT:</b> Research on music and achievement</p> <p>Before school program – August 2017– May 2018</p> <p>District Funded.</p>
<p><b>Activity:</b> Drums <b>Meeting Frequency:</b> one day per week <b># of Students:</b> 15 <b># of Staff:</b> 1 <b>Progress Monitoring:</b> Cycle Assessments</p> <p><b>Outcome Measure:</b> Increase in student attendance, self-esteem and proficiency levels</p> <p><b>Purpose: ENRICHMENT</b> - The purpose of the Bauder Drum Club is for students with self-esteem issues and/or academic concerns to build confidence and a sense of competence through learning how to play drums and perform for an audience with increasing levels of performance proficiency.</p> <p><b>Goal:</b> The 2017-2018 Bauder Drum Club will support approx. 15 students in learning and becoming proficient on the drums and drum performance to assist them in transferring their confidence back to the social and academic demands of the classroom.</p> <p>Before School: 8/24 – 5/17</p>
<p> </p>

**Standards-Based Instruction / Key Goals and Strategies**

<p><b>Goal 1:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?</p>	
<p>Teachers will <b>collaboratively plan</b> lessons using the Florida Standards with complexity levels and develop and use <b>rubrics, teaching points, scales, and matrixes</b> with the use of informal and formal <b>assessments</b> to measure progression and mastery of Florida Standards at appropriate complexity levels for every student.</p>	
<p>How are data collected and analyzed to monitor implementation of this strategy?</p>	<p>Name of person(s) responsible</p>
<p>Progression and mastery of standards will be measured by district assessments, state testing, Running Records, MFAS, matrixes, scales and rubrics. This data will be collected on Bauder’s school-wide Literacy Based data system, Performance Matters and student data books.</p> <p>Implementation of this strategy will be monitored by administrative</p>	<p>Lisa Bultmann Chris Baker Instructional Staff</p>

presence at PLCs, PLC agendas, minutes and lesson plans. Data will be analyzed at the PLCs, data chats.	
<b>Goal 2:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Teachers will train students to <b>communicate</b> effectively to progress learning forward by the use of <b>talk and writing</b> . In talk, teachers will <b>confer</b> with small groups and one-on-one, and use interactive read alouds, turn and talk, group <b>problem-solving</b> , cooperative learning, mini-lessons with active engagement and daily Number Talks. In writing teachers will continue to train students how to use <b>journaling, response writing, reflective writing, research</b> and <b>prompted writing</b> across ELA, Math and Science to increase and deepen learning in all content areas.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected and analyzed on Strategy #2 by the use of observation and feedback. Student written work will be measured using rubrics, scales, and matrices. Teachers will use PLCs to assess, analyze and compare students written work to determine a continuous improvement and deepening of learning cycle.	PLCs Literacy Leadership Team SIP Team Lisa Bultmann Chris Baker
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Instruction will be <b>differentiated/personalized</b> based on data and student need and strength. Bauder will continue with the implementation of Personalized Learning. Personalized Learning, high expectations and rigor will be an expectation for ALL Bauder students. Appropriate interventions, supports and challenges will be put in place for students based on data indicators. PBL provides and uses culturally relevant strategies (i.e. 1. Cooperative groupings, 2. Voice and choice, 3. Group work) to provide learning opportunities for ALL children.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Student achievement data will be collected through the Bauder school-wide data program, Performance Matters, Profiles and will be studied and analyzed by PLCs, Leadership and MTSS to make instructional decisions.	Chris Baker Lisa Bultmann PBL Team



## Collaboration for Professional Growth

Connections: District Strategic Plan ●Goals 1,2,4,5  
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

**KNOWING one Another:** At Bauder we believe that knowing one another assists in building a strong rapport that is needed to work well together. Every meeting begins with a team builder that helps staff get to know one another better and interact in a positive way. Bauder’s facility (no walls) helps build this culture and at the same time demands a level of collaboration. Both informal and formal opportunities are also encouraged 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 “Yardstick” and each month names are selected from the board for incentives.

**Teams:** Bauder culture relies on the concept of TEAM. Bauder teams are responsible to each other and to the effective and efficient operation of Bauder and they accept this responsibility. Teams at Bauder are strong and supportive of one another as professionals and this often translates into personal relationships which builds a strong, positive working community.

**Teacher Leaders:** The Bauder community has many leaders. Teachers at Bauder are highly regarded and have excellent reputations as professionals. Within the Bauder community teachers seek each other out for areas of expertise and knowledge. There is constant communication between members of the staff to improve practices and support children in the learning setting. Many Bauder teachers are willing to open their classrooms for teacher observation and learning.

**Collaborative Planning:** The Bauder instructional staff has voted to extend hours on Wednesdays to provide themselves uninterrupted time to meet, collaborate and work together for the common purpose of educating children for success.

**Mentors & Mentorship:** Bauder provides those new to Bauder with mentors to assist in transitioning to a new career, new school and/or new grade level. Bauder mentors meet regularly with those assigned to them to offer support and information.

AdvanceED Survey indicators are all in the positive range. This indicates that teachers have a sense of efficacy and autonomy to be the professionals that they are.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

**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. Within PLCs each team plans together and reviews a piece of student data each week to provide for an ongoing cycle of improvement. Every six weeks Bauder PLCs have formal Data Chats by using the data that is collected in Bauder’s Data system to make TIER I, II & III instructional decisions. We look at R.R. data, Student Product, I – Station, ST Math, Unify Assessments, (MAP), MFAS to make decisions by team, grade level, groups of students and individual students. Each content area in the Bauder SIP has a Cycle of Improvement included for goal achievement.

 **Professional Development**

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

During the 2016-2017 school year professional development time was focused on revisiting the work of Teacher’s College and Reading Units of Study, learning the workings of a new Science Lab, Jan Richardson/Guided Reading and Personalized Learning. The training in these areas has refocused many Bauder teachers on the work that has worked well for the population we serve at Bauder. These works have

reignited teacher interest and commitment in providing opportunities for learning based on voice/choice/interest and becoming strategic in what students can do with their learning. Teachers continue to learn about the work of Marzano and the evaluation system that has been put in place. The system is massive and each element has many components to it when looked at through instructional lenses. Learning and training will be ongoing as teachers seek to provide more rigorous learning environments and deepen and grow instructional environments that reflect innovative practice. Teacher effectiveness has been impacted in a positive way in regards to some elements within the domains. Next steps for Bauder will be the ongoing of breaking down and looking at elements within domains and what it looks like in a high-performing innovative classroom.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

**Targeted Trainings / Teacher and Staff Growth Areas**

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Restorative Justice	Summer & Pre-school & ongoing	ALL Instructional Staff	Use of R.J. strategies and practices build relationships, to teach children to manage behavior, fix misbehaviors, restore settings, & problem solve
Reading Units of Study	2017, Summer, Pre-school, Ongoing	All Literacy instructional staff	Reimplementation of the work of Reading Units (Teachers College)
Accountable Talk	Summer & School year	Math Institute Teachers & All instructional staff that teach mathematics	Optimal use of math talk to increase students learning and achievement
Personalized/Project Based Learning/Differentiation	Summer, ongoing	ALL Instructional Staff	Use of PBL to differentiate and meet students at their strength for learning at high, rigorous levels.



## Family and Community Engagement

Connections: **District Strategic Plan** • Goals 1,3,6,7  
**Marzano Leadership** • Domain 4, 5, 6

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

People are able, valuable, and responsible and should be treated accordingly. An indispensable element in any human encounter is shared responsibility based on mutual respect.(Purkey) . Bauder is both intentional and inviting as we build bridges with our community and families.

Bauder is a member of the **Seminole Eco-System**. The primary purpose of this system is to connect the Seminole schools and the Seminole community under the common purpose of serving children and to build a strong, inviting community for children to grow and learn. This system is represented by schools SACs, community members, businesses and organizations. We meet regularly to put in place ways to better serve and connect our children, community, families and schools.

Bauder has built partnerships with feeder schools. We partner with Seminole Middle School by providing a safe place for up to 60 of the middle school students to be from 8:00 – 9:15 a.m. as these students support Bauder by assisting classroom teachers. Bauder works with Seminole High School and provides many opportunities for CEL students and Science Honor Society students to pursue hours of working with children while serving their community and earning Bright Scholar hours. Bauder also has partnered with St. Petersburg College and provides a learning place for interns and college visits for Bauder’s 5<sup>th</sup> grade students. We articulate with our feeder schools to better address the transition from one school setting to another. We join together for music concerts, fund raisers and community concerns such as safety concerns so that our community views us as connected and with common purpose where their children are involved.

Bauder is committed to the use of mentors, lunch pals w/ businesses (come and eat lunch w/ kids), Kiwanis/BUGS, K-Kids, Make the World a Better Place, Tutoring, Super Star Math, Student-Led Conferencing, Trainings Science Fair, All Pro Dads, to educate children and build connections with and for the community we serve.

Each year Bauder participates in many service projects to serve the community and beyond. We support the American Heart Association with Jump Rope for Heart, Make the World a Better Place, SPCA, Salvation Army, Clothes for Kids, Veterans Day to Honor Veterans retired and current. These are ways Bauder children learn about the responsibilities of citizenship and giving back to their community.

*At the beginning of each school year teachers request information from parents regarding their child’s strength, weaknesses, areas of interest, etc. This allows teachers to begin the school year with information from parents regarding their child.*

**15.** Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

Bauder is in partnership with families and the community to support learning for ALL children.positive Bauder provides family trainings in regards to the interpretation of data and what data indicators say in regards to performance in the school setting. Bauder’s hourly literacy teachers provide a training to



support parents ability to interpret data and how educational decisions are made based on sources of data. *These teachers provide parent training and strategies in regards to literacy and how to read with their children and build their child's literacy skills.* Bauder is committed to student data books and student ownership of their learning. Each year Bauder students meet with their families and share a variety of schoolwork to demonstrate growth and learning from the beginning of the year through the spring date of Student-Led conferences. The Bauder Bulletin, resources and web-sites are shared with families to help support the interpretation of data. Teachers hold parent conferences and go over student data and interpretation to assist parents in analyzing data indicators. Bauder' Tech Specialist offers Tech Nights in order to support parent learning and use of tools to support the interpretation of data and use of school data to become informed in regards to their child's progress.

This year Bauder will address Question #16 of the Advance Ed Parent survey (71% positive response) –*All of my child's teachers keep me informed regularly of how my child is being graded(standards 3.10).* Based on research by Karen Mapp re Building Frameworks for Family and School Partnerships Bauder is instituting several things during the 2017 -2018 school year to increase the rating of this indicator.

1. The Bauder tech specialist will provide two evening trainings and one daytime training on the use of portal for parents to track grades in class. (This is based on the low % of Bauder parents that use portal to stay informed regarding student grades. )
2. Teachers will communicate at Open House how grades are assigned and how parents can best communicate with them in regards to academic achievement. Each grade level parent newsletter already contains sections in regard to what will be taught and what parents can do to support student learning.
3. For the 2017 – 2018 school year Bauder is going to reinstitute the third grade parent meeting regarding promotion and retention in third grade and state mandates. Fourth grade and fifth grade will have Literacy and Math nights to teach parents ways to support student learning at rigorous levels.
4. Grades k – 2 will still use Student Led conferencing to connect parents and children with learning progress throughout the 2017-2018 school year.
5. Bauder also serves students with Opportunity Scholarships. During the 2017 – 2018 school year Bauder administrators and teachers with students on scholarship will provide an opportunity to bring information and trainings to families who are unable to attend trainings at the Bauder site.

**Family Engagement / Planning Inventory**

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

\*Note: Please use your own school data resources or best estimates in completing this inventory.



**Family Engagement / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Bauder Elementary will have Parent trainings to increase the number of parents regularly using Portal to stay informed in regards to student progress to 70% of Bauder families by May 2018.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Key Strategy 1. the use of Portal trainings by Bauder’s Tech Specialist in the evenings Key Strategy 2. Data collection measuring the number of parents regularly using Portal Key Strategy 3. Bauder will connect Portal training w/ student activity/performances so that attendance is high.	Kimberly Pearson
<b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Bauder will continue to be a member of the Seminole Eco System which builds bridges and connections between the community of Seminole schools with the community. <i>Bauder will participate in seeking support through the community while also providing <b>support to the community</b> i.e. Canned Food Drive, SPCA, Clothes to Kids, Adopt – A-Mile, during the 2016 – 2017 school year as measured by participation in these events.</i> The Seminole Eco – System will continue to meet and work to build community partnerships and articulation between feeder schools. For the 2017 – 2018 school year Bauder with Seminole Middle, Seminole High & Career Academies will adopt a mile of road along 86 <sup>th</sup> Ave. N., continue to have a K-Kids Club that does service projects that serve our community organizations and participate in the Salvation Army Canned Food Drive through our Student Council.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Continue to build connections with feeder schools through the Seminole Eco-System and community through service projects through SAC, K-Kids, student council and the Bauder student body.	Principal
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	
Bauder staff will assist in building parent capacity for understanding student data and for supporting student learning by providing training, newsletters and modeling for families in literacy, math and science strategies for understanding and at home activities to support learning during the 2017 – 2018 school year. Bauder will work to have a minimum of 1/3 of Bauder families represented at these trainings.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Bauder’s Key strategies include: Newsletters Portal Training Academic & Standards Presentation Modeling	Teachers Hourly teachers Principal Assistant Principal

## Section 2 – Targeted School Goals / Action Steps

### Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT  
PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

<ul style="list-style-type: none"> <li>Count</li> <li>Percentage</li> <li>Percentage Increase</li> <li>Percentage Decrease</li> </ul>	<ul style="list-style-type: none"> <li>All Students</li> <li>OR</li> <li>Gender</li> <li>Grade Level</li> <li>Subgroup</li> </ul>	<p>Content Area &amp;</p> <ul style="list-style-type: none"> <li>Collaborate to...</li> <li>Complete a portfolio or performance...</li> <li>Demonstrate a behavior...</li> <li>Demonstrate a proficiency...</li> </ul>	<p>Select date using calendar</p>	<p>Narrative Box</p>
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**SMART GOALS:** Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	Goal Manager: Lisa Bultmann, & Katie Samon
<p>80% of 3rd, 4th &amp; 5th graders will score at or above grade level on the state FSA ELA test by May 2018 .                      51% of Bauder's A.A. 3- 5 graders will score at or above grade level on the state FSA ELA test by May 2018.                      72% of Bauder Hispanic students will score at or above grade level on the ELA FSA by May 2018.</p>	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<p><b>Cycle for Improvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will be assessed using R.R., MAP, student work, teacher observation, state and district assessments.</li> <li>2. Student literacy data will be collected and tracked to make educational decisions based on TIERED schedules. Reviewed by PLCs, Literacy Leadership Team, Child Study, SIP Team, MTSS, Leadership Team, Staff</li> <li>3. Relevant and Standards based instruction will be planned and delivered (i.e. Writing across curriculum, Turn &amp; Talk, Independent Reading with conferring, Gradual release model, Architecture of Mini-lesson)and student progress will be monitored by scales, rubrics, district and teacher assessment. Teachers and students regularly analyze reading and writing samples using standards based to determine where students are in relation to the standard and what’s next. Grades 2 – 5 teachers will use the Learning Progressions in the “Reading Pathways” book.</li> <li>4. While students are reading and writing teachers observe, take notes and confer with students one to one and in small groups and provide feedback based on collected information.</li> <li>5. Differentiation based on student need will be determined and facilitated. (i.e., School-wide Walk to Achievement Groups, Guided Reading, I – Station,</li> <li>6. A continuous cycle of student achievement and improvement will be used to measure success and educational decisions will be made for grade levels, groups of students and individual students to foster achievement in ELA for all Bauder students.</li> </ol>	<p><b>Progression Data –</b>                      Running Records                      Reading Logs                      Conferring notes                      Frequent Incremental Informal Assessments                      Reading Journals                      Writing Journals                      Student Product                      PBL Projects</p> <p><b>Achievement Data:</b>                      MAP Cycle Assessments                      FSA ELA (Grades 3 – 5)</p>

<ul style="list-style-type: none"> <li>• Instruction based on Florida Standards &amp; complexity levels for ALL students.</li> <li>• READING UNITS of Study as primary resource for literacy instruction.</li> <li>• Use of Mini-lesson for Hook at the beginning of literacy instruction.</li> <li>• Use of Turn and Talk to allow connections and processing of information</li> <li>• Rubrics, Matrixes, Teaching Points</li> <li>• Conferring one on one &amp; in small groups for reading and writing</li> <li>• Extensive time in appropriate text levels to build stamina</li> <li>• Student Data Folders &amp; Goals</li> <li>• Monitoring Progress</li> <li>• Opportunities to be exposed to high level text</li> <li>• Close Reading</li> <li>• Note-booking</li> <li>• Stop and Think</li> <li>• Research</li> <li>• Importance of rereading</li> <li>• Respond to text by Listening/ Speaking/ &amp; Jotting</li> <li>• Text-dependent Questioning based on standards</li> <li>• Using text structure to determine how best to take notes as you read</li> <li>• Using text to develop an understanding of vocabulary with focus on cross curricula vocabulary</li> <li>• Provide opportunity for Independent Reading everyday.</li> <li>• Small Group Instruction (Jan Richardson Model/RUS model)</li> <li>• I Station 30-60-90</li> <li>• The Journal with feedback</li> <li>• Writing for a purpose: taking organized notes, using notes to construct written responses, or writing a formal paper (informative/explanatory argumentative/opinion and narrative)?</li> <li>• Editing &amp; Revising</li> <li>• Focus</li> <li>• Organization &amp; Mechanics</li> <li>• Specific Details</li> </ul> <p>Writer's Craft</p>	
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<b>Mathematics Goal</b>	<b>Goal Manager:</b> Lisa Bultmann
84% of Bauder 3 <sup>rd</sup> , 4 <sup>th</sup> & 5 <sup>th</sup> grade students will score at or above grade level on the Math FSA by May 2018.	

64% of A.A students will score at or above grade level on the MATH FSA by May 2018.  
 50% of Bauder Hispanic students will score at or above grade level on the Math FSA by May 2018.

Actions / Activities in Support of Math Goal	Evidence to Measure Success
<p><b>Cycle of Improvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will be frequently assessed using MAP, formal and informal assessments, MFAS. Assessments &amp; data sources will be used to determine level of support and/or challenge necessary for proficiency.</li> <li>2. Student math data will be collected and tracked to make educational decisions based on TIERED schedules. Reviewed by PLCs, SIP team, MTSS, Leadership Team, Staff</li> <li>3. Relevant and Standards based instruction will be collaboratively planned and delivered and student progress will be monitored by scales, Mathematics journals, district and teacher assessment.</li> <li>4. Students will receive grade level instruction and support or challenge based on student need as determined by data (i.e. Small Group math instruction, math interventions based on need, math challenge based on need, assigned to Math Energizers, After School Math support).</li> </ol> <p>A continuous cycle of student achievement and improvement will be used to measure success and educational decisions will be made for grade levels, groups of students and individual students to foster achievement in Mathematics for all Bauder students.</p>	<p><b>Progression Data:</b>                      MFAS                      Student Product                      Teacher Created Performance Tasks                      Unit Assessments                      Math Journals                      PBL Projects                      ST Math data</p> <p><b>Achievement Data:</b>                      MAP Cycle Assessments                      FSA                      POST - MFAS</p>
<p>Activities/Strategies for Progress:</p> <ul style="list-style-type: none"> <li>• Instruction and Collaborative Planning based on Florida Standards with appropriate complexity level for ALL students.</li> <li>• Number Talks</li> <li>• Journaling in Mathematics with feedback</li> <li>• Data Folders teacher &amp; student</li> <li>• Use of Manipulatives</li> <li>• Concrete ↔ Iconic ↔ Abstract</li> <li>• SCALES</li> <li>• Mathematical Practices</li> <li>• Independently creating math problems with written responses</li> <li>• How to incorporate listening/speaking in math instruction</li> <li>• Using domain specific vocabulary</li> <li>• Using MFAS for formative assessment to differentiate instruction.</li> <li>• Khan Academy</li> </ul>	

<ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• ST Math</li> <li>• ELP &amp; Math Energizers</li> <li>• Use of Math Institute teachers for coaching and support of teachers</li> <li>• Extended Learning for students that need support and/or enrichment</li> </ul>	
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Science Goal	Goal Manager: Chris Baker
<p>75% of Bauder 5<sup>th</sup> grade students will score at or above grade level on the 2018 <i>Florida State Science Assessment (NGSS)</i> by May 2018.</p> <p>40% of Bauder A.A. students will score at or above grade level on the 2018 <i>Florida State Science Test (NGSS)</i> by May 2018.</p>	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
<p><b>Cycle of Improvement</b> <b>Fifth Grade</b></p> <ol style="list-style-type: none"> <li>1. All 5<sup>th</sup> grade science teachers will give the Science diagnostic test measuring learning standards from 3<sup>rd</sup> &amp; 4<sup>th</sup> grade. Data will be aggregated and disaggregated for Bauder 5<sup>th</sup> graders and to share with 3<sup>rd</sup> &amp; 4<sup>th</sup> grade teachers.</li> <li>2. 5<sup>th</sup> grade science teachers will review the item analysis of the diagnostic test for instructional purposes and provide instruction based on results.</li> </ol> <p>Science Instructional decisions and collaborative planning will be made based on the item analysis of the Science Diagnostic assessment.</p> <p>Grades K – 4</p> <ol style="list-style-type: none"> <li>1. Teachers will use formative assessments (informal &amp; formal ) to assess student progression on grade level standards. Teachers will use data from end of unit assessments (Unify), science lab data to identify key vocabulary to be used during academic gaming weeks.</li> <li>2. Teachers will make instructional decisions based on data.</li> <li>3. Teachers will differentiate based on student needs and for mastery.</li> </ol>	<p><b>Progression Data:</b> Growth from September to February on the Science Diagnostic test. (5<sup>th</sup> Grade) Science CRTs SLAGS/Success Criteria Science Projects</p> <p><b>Achievement Data:</b> NGSS ( 5<sup>th</sup> Grade) MAP Assessments</p>
<p>Activities for Progress:</p> <ul style="list-style-type: none"> <li>• Use with fidelity of 10-70-20 Science Instructional Model(Support teachers in understanding the rigor of the new language in the description on this routine. )</li> <li>• Use of SLAGs in grades 3 -5 (including reflective writing and time for conversation in regards to the work- Not as a blackline)</li> <li>• Use of Science Journals (grades K – 2)</li> <li>• Hands on Learning – Grades K – 2)</li> </ul>	

<ul style="list-style-type: none"> <li>• Use of Lab experience Grades 3 – 5</li> <li>• Classroom Science Experiment for EXPO - (Grades K – 3)</li> <li>• Individual Science Fair Experiments Grades 4 &amp; 5</li> <li>• Use of the 5 E model.</li> <li>• Using complex science text within literacy block</li> <li>• Close reading</li> <li>• Stop and Think</li> <li>• Importance of rereading</li> <li>• Respond to text by Listening/ Speaking/ &amp; Jotting</li> <li>• Text-dependent Questioning based on standards &amp; Complexity level</li> <li>• Using text structure to take notes as you read</li> <li>• student friendly rubrics</li> <li>• Domain specific vocabulary</li> <li>• Note-booking</li> <li>• Success Criteria</li> <li>• Evidenced based answers</li> <li>• Research</li> <li>• Differentiation</li> <li>• Synthesizing information from one text to several</li> <li>• I Can Statements</li> <li>• Cooperative Learning groups</li> <li>• <i>Science Lab Pre &amp; Post Tests</i></li> </ul>	
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**Other School Goals\* / Use Only as Needed**

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
<b>Goal Name: Healthy School</b>	<b>Goal Manager: Scott Denney</b>
<b>Bauder staff will work to become a Bronze rated school according to Healthy Schools initiative by May 2018.</b>	
Actions / Activities in Support of Goal	Evidence to Measure Success
<ol style="list-style-type: none"> <li>1. Wellness Champion will introduce components of Bronze rating in August 2017.</li> <li>2. Staff will participate in relevant, related components.</li> <li>3. Wellness Champion will monitor and report out to leadership team progress on this goal.</li> </ol>	40% of staff enrolled in Vitality program and completing necessary components of program to achieve Bronze status.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)
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<b>Goal Name:</b>	<b>Goal Manager:</b>
Place goal statement here.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b>	<b>Goal Manager:</b>
Place goal statement here.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

**Academic Achievement Gap / Required Goals**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> Principal & Assistant Principal
Closing the academic achievement gap for African American students: <b>Goal:</b> – To close the academic achievement Gap for Bauder’s African American students Bauder will provide additional academic support in small group instruction for minority students w/ data indicators (R.R., FSA, MAP, ) that support a need for more intense instruction beginning in September 2017 to increase achievement data indicators (MAP, R.R. FSA) by May 2018.	

<b>Actions / Activities in Support of Black Goal</b>	<b>Evidence to Measure Success</b>
<ul style="list-style-type: none"> <li>• Math- GO Math/ Soar to Success Math, small group, Khan Academy instruction</li> <li>• ELA – LLI/ Beck Routine/ Jan Richardson routine.</li> <li>• Culturally Responsive &amp; Restorative Practices used to build community and inclusion for ALL students</li> <li>• Use of lunch time opportunities for extended learning for students unable to get to school early or stay late.</li> </ul>	Increased mathematics achievement as FSA Mathematics/ELA & MAPs Test Participation numbers

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b>
Place goal statement here.	
<b>Actions / Activities in Support of ELL Goal</b>	<b>Evidence to Measure Success</b>



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<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b> Principal & Asst. Principal
ESE - 78% of Bauder Students with Disabilities will score at or above grade level on the ELA FSA by May 2018. 78% of Bauder students with Disabilities will score at or above grade level on the Math FSA or by May 2018.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
<ol style="list-style-type: none"> <li>1. Extend instructional time by morning groups – ELP.</li> <li>2. Use of small group instruction.</li> <li>3. Inclusionary Practices for maximum exposure to Florida Standards.</li> </ol>	Upward data trend. MAP and/or FSA ELA & Mathematics. Assistant Principal

<b>Subgroup Goal (If Needed)</b>	<b>Goal Manager:</b>
<b>Enter Goal Name</b>	
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

## Early Warning Systems (EWS) -- Data and Goals

**Note:** This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.\*

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)			11ELA 13Math	6/7	15/ 15			32/35	
Students with excessive absences / below 90 %	14	11	3	15	16			59	7%
Students with excessive behavior / discipline**	0	2	2	0	6			10	1%
Students with excessive course failures**	7	8	12	0	3			30	4%
Students exhibiting two or more Early Warning indicators	0	2	0	4	9			15	1.9%

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

### EWS - Attendance

Attendance Goal	
Please ensure that your goal is written as a SMART goal.	
<i>Bauder will implement a student attendance recognition system (HERO) to decrease student absences of 10% or more by 5% by May 2018..</i>	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Bauder will recognize students with 100% attendance certificates during each of the four grading periods.	Increase % of students with 100% attendance and decrease in number of student absences.
The school social worker and/or the guidance counselor will make contact with families with more than 5 non-consecutive absences to discuss supports that can be put in place. <i>Bi – Monthly Child Study Team Meetings to Problem Solve reasons and barriers for absences.</i> <i>Develop Interventions</i> <i>Chronically absent students meet with a mentor</i>	Tracking students with multiple absences will demonstrate that school contact eliminates or decreases future absences.

Communicate attendance importance to parents	
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**EWS - Discipline**

<b>Discipline Goal</b>	
Please ensure that your goal is written as a SMART goal.	
Bauder Elementary staff will implement restorative practices, action plans and culturally relevant strategies(including PBL) to increase positive student behavior as evidenced by the upward trend of level zeros and ones (system 0 – 3 ) on the monthly tracking report of the Bauder Daily Behavior Reports by May 2018.	
<b>Actions / Activities in Support of Discipline Goal</b>	<b>Evidence to Measure Success</b>
<ol style="list-style-type: none"> <li>1. During the 2017-2018 school year Bauder will implement several new school-wide strategies based on the principles of restorative justice to assist students in owning and fixing their behavior choices and increasing their use of problem solving skills and conflict resolution. This training will be ongoing with the initial training in August 2017.</li> <li>2. Bauder will provide ongoing training in regards to culturally relevant instructional strategies(including PBL) to provide ways for students to access learning by mimicking cultural learning styles. This helps to keep students engaged in the classroom and attention focused on the work. It also provides a way to show ALL children that Bauder values their way of learning thus building relationships, inclusive settings and an optimal learning environment. This training is ongoing with initial training in August 2017.</li> <li>3. Use of Action Plans/Thinking Sheets. Bauder is working to help students become thinkers and problem solvers. In order to grow the idea of restorative practices students will use thinking sheets or action plans to develop a way to restore/replace/ repair community if a child’s behavior choice has disrupted, damaged or disconnected the community of Bauder learners.</li> </ol>	<p>Positive trend in monthly data re schoolwide Daily Behavior Reports.</p>

<b>Discipline Goal – Other</b> (as needed) <span style="float: right;">Please ensure that your goal is written as a SMART goal.</span>	
Specify	
Place goal statement here (only if needed).	
Actions / Activities in Support of Goal	Evidence to Measure Success

**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Describe your academic intervention supports here.
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<b>Early Intervention / Extended Learning Goal</b> <span style="float: right;">Please ensure that your goal is written as a SMART goal.</span>	
Place goal statement here.	

Actions / Activities in Support of Goal	Evidence to Measure Success



## {Section 3} – Required Items / Resources

### Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	48	% with advanced degrees	20.2%
% receiving effective rating or higher	98%	% first-year teachers	2.1%
% highly qualified (HQT)*		% with 1-5 years of experience	18.8%
% certified in-field**	100%	% with 6-14 years of experience	33.3%
% ESOL endorsed	43.8%	% with 15 or more years of experience	45.8%

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

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.

During the 2014-2015 & 2015 – 2016, 2016-2017 years many teachers have retired from Bauder. Those positions have been filled by teachers opting out of other schools. Because those teachers do not go through an interview process Bauder has worked at other ways to ensure the retention of highly qualified teachers that have an aligned vision and mission with Bauder. Bauder assigns every teacher new to the building a mentor that meets with them regularly to answer questions and support them in learning about Bauder and the way of work at Bauder. Bauder works hard at building a positive culture for teachers to be professional and do their job with excellence.

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. Many Bauder staff members live in the Bauder community. 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. the opportunity to observe high level instruction and get feedback from a teacher that is participating and understanding the practices needed to progress students.

In regards to increasing minority representation on the Bauder staff, Bauder rarely has the opportunity to hire staff. Bauder staff is primarily assigned through the district Human Resources department.

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 SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Jesse	Coraggio	White	Parent
Demetris	Dixon	Black	Teacher
Alicia	Suttrich	Hispanic	Teacher
Patricia	Gaston	White	Support Employee
Karl	Wiemer	White	Parent
John	Rice	White	Parent
		Select	
Penny	Coraggio	White	Teacher
Lori	Levine	White	Parent
		Select	
J.	Styles	Black	Business/Community
Lisa	Bultmann	White	Principal
Kristy	Rissin	White	Parent
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

		Select	
		Select	
		Select	
		Select	

**SAC Compliance**

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Facilitator – Lisa Bultmann
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Please state the days / intervals that your team meets below.

The Bauder MTSS team meets on Thursdays two times each month.

**Budget / 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. Attached budget if preferred.

Bauder spends its SIP funds aligned to the goals and strategies within the SIP and the District Strategic Plan. We address parts of the College and Career Readiness Goal & Vision by College Visits for our 5<sup>th</sup> grade children.

SIP BUDGET: Approximately	\$ 4,000.00
College Visit for 5 <sup>th</sup> Graders: Approx.	\$1, 500.00
TDEs/ Stipends for Effective, Collaborative Planning	\$1,500.00
TDEs for Training aligned to SIP	\$1, 000.00
Total	\$4,000.00