

WELCOME TO
change



School Improvement Plan 2016-17

Bauder Elementary School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools





Vision and Direction

School Improvement Plan 2016-17

School Profile

Principal: Lisa Bultmann	SAC Chair: Jesse Coraggio
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School Vision	Building 100% Success with Quality and Honor
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School Mission	<i><u>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>
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
772	%2	%3	% 5	%5	%85	%

School Grade	2016: A	2015: A	2014: A	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	69.6%	66.6%	77.3%	72%	73%	70%						
Learning Gains All	62%		76%									
Learning Gains L25%	48%		50%									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Lisa	Bultmann	FT	4-10 years
Asst Principal	John	Baker	FT	Less than 1 year
Asst Principal				
Asst Principal				
Asst Principal				
Instr. Coach (literacy)				
Instr. Coach (math)				
Other (specify) click here				
Other (specify)				
Total Instructional Staff: 63		Total Support Staff: 28		



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 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. They are part of the beginning of the year training for staff and students. Artifacts are displayed in the common area that relate to that area.

Common area expectations are communicated by training of students at the beginning of the school year regarding the common areas they use and reminders throughout the school year. The use of artifacts also re-enforce the use and reminder regarding common area expectations.

RECOGNITION: At Bauder, we believe that where “attention goes, energy flows” . We pay attention and have very defined recognition programs for POSITIVE Behaviors. This is for staff and students. These systems of recognition include both in school and out of school activities and both academic and character recognitions. For Students:

SEA Hawk Station Recognition

Student of the Week

Character Kid of the Month

Character Can Recognition

Daring Sea-Hawks

Honor Roll

Principal List

Attendance

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.

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.

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. During the 2015 – 2016 school year Bauder has undergone renovations that make the building safer in case of a “lockdown” emergency. These changes are reflected in the 2016-2017 Crisis Plan.

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 2015-2016 school year Bauder had four formal Bully report incidents. Three were unfounded and one was founded.

SAFETY Committee: Bauder’s Safety Committee meets monthly to look at safety concerns on campus or off campus that impact our Bauder community. We look at routes to and from school to see if we have concerns regarding needs for crossing guard assistance, we look at our evacuation routes and times taken to evacuate the building during drills. Each month we systematically go through our injury reports to determine if there are any areas on campus that are causing injury or where frequent accidents occur. This committee oversees drills each month and semester to ensure we are in compliance with the necessary components to ensure safety practices.

The principal has been working 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, 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 the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

Teaching the Guidelines and Rules

Every Bauder classroom teacher is required to turn 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 and then 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 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.

The principal, assistant principal and guidance counselor will talk about expectations. 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.

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.

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) 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 and ALL children can meet the expectations with the exception of those with illnesses that preclude them from meeting expectations. For children that meet this criteria the district has processes in place to receive educational services to meet their needs.

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 2016-2017 school year, Bauder's school-wide plan will be more focused on **Restorative Justice**. Teacher feedback indicated that student conflict was taking time from learning. As a result, the guidance counselor is training Bauder students and teachers how to use Peace Tables within the classroom setting. The desired result is the fostering of conflict resolution skills for children. **Action Plans** will also be used to help students own behavior and figure out solutions to fixing behavior.

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 member's strength to seek support and supportive ideas for children in need. Grade level 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 MTTs 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.

CHECK- IN/CHECK- OUT: Bauder uses the Check in/Check out system to provide further support for children that need support beyond the classroom teacher to have successful school days.

SMALL Group Guidance: Each year the Bauder Guidance Counselor provides small group support for students in need. Need is determined by data, teacher request, parent request. The make-up and topic of these groups change from year to year based on student need.

CLASSROOM GUIDANCE: The Bauder Guidance Counselor teaches in classrooms to support student needs. Each year she provides lessons for all Kindergarten students to assist them in school expectations and social skills for school success. Teachers also request guidance lessons for their classes based on needs.

EDUCATION: 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.

Restorative Practice is a focus for the 2016-2017 school-wide focus.

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 SAT 10 and FSA data.

For the 2016-2017 school year one focus for change is the level of engagement 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. Bauder has thirty-two teachers this first year of the PBL work using the PL model. The voice/choice component of PBL will assist in addressing stamina and focus to support increasing engagement.
2. **SEM** – Bauder will continue the use of the School-wide Enrichment Model during the 2016-2017 school year. This provides opportunities for a strength-based model of learning and gives students voice and choice in the learning environment.
3. Increasing time in text and 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 Child Study 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. 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. 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 member’s 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.

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.

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

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

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?

The 2015-2016 Advance Ed Climate Survey indicates that staff expectations for student at Bauder are high. This indicator (Bauder staff have high expectations for students.) rated the highest on the 2015-2016 climate survey. 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 **ersonalization** 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.

School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Our primary goal is to continue to grow and increase positive behaviors by recognizing positive character traits and behaviors that support a positive learning environment as indicated by an upward trend in “strongly agrees” on the staff survey questions 3 and 8 and on the student survey questions 13 and 17 on the 2016 -17 Advance Ed Climate Survey and other feedback.	
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 between adults and students and staff and community. At Bauder we take time to build relationships. Positive relationships are built upon the recognition of individuals and groups and their value to the community. The Key Strategy at Bauder will be recognition systems for staff and students.</p> <p>For Students:</p> <p>SCHOOLWIDE REWARD SYSTEM:</p> <p>Target behaviors - (Increase positive student behavior) Positive Recognition 5:1(Research Based)</p> <ol style="list-style-type: none"> Student of the Week 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 Character Can - 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 student’s name is drawn to represent the character word. Classroom Teachers, Principal & Asst. Principal Daring Seahawks - 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. STARS in your BUCKET - Classes can earn stars in Art, Music, PE, Cafeteria and Common Areas. Each Monday the class at each grade level that earned the most stars earns the Bauder SEAHAWK in their room for the week. (Principals) Monthly Character Award - Bauder partners with Authentic Martial Arts and each Month a Lesson on the monthly Character word is delivered and a student’s representative is selected by the teacher to receive recognition by Martial Arts with a certificate and a prize. (Guidance Counselor/Erica Martin) Seahawk Shuffle - Students that earn individual Seahawks in the cafeteria can earn the privilege of doing the Seahawk Shuffle with the Principal in the cafeteria during lunchtime...Principals <p>FOR STAFF:</p> <ol style="list-style-type: none"> School Recognition Board. This board is in the staff work room and staff members recognize each other by using cards to fill out 	<p>Lynn Jennings – Guidance Lisa Bultmann – Principal Classroom teachers</p>

<p>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.</p> <ol style="list-style-type: none"> 2. Weekly Gratitude. Each week staff members are recognized for the above and beyond work within the Monday Update. The principal recognizes staff members each week that have gone above and beyond SCHOOLWIDE REWARD SYSTEM: 3. Monthly Celebrations. 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. 4. Monthly Socials. Each month a location is selected off campus for staff members to come with spouses and enjoy each other's company after school. 5. Staff Appreciation: The Bauder Boosters each MONTH selects one Staff member to recognize for above and beyond service to the Seminole community. 6. Measure of Excellence: 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 	
<p>Goal 1: 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: Goal 1 – To close achievement Gap. <i>TO Provide additional academic support in small group instruction for minority students w/ data indicators (R.R., SAT -10, FSA, Module) that support a need for more intense instruction beginning in September 2016 to increase data indicators by May 2017.</i></p>	<p>Name of person(s) responsible Chris Baker</p>
<p>Goal 2. Opportunity Groups. To provide connection to Bauder & Bauder staff for minority students at Bauder. During the 2016 – 2017 school year 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 2017. 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>Goal 2 – Guidance Counselor</p>



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.

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. Thirty-three members of the instructional staff have agreed to be part of the initiating year (2016-2017). 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.

Bauder has implemented the **School-wide Enrichment Model** for several years. Attendance data, observational data and survey data indicates an increase in attendance and a positive connection on Enrichment days. Students learning through their strength and passion and having choice in the learning setting is providing evidence of increased engagement at Bauder Elementary.

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.

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?

Key Areas of Improvement for Increasing Rigor:

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.
2. Increased focus on the use of rubrics and scales for assessing levels and demands of learning
3. Student Accountability in learning- Ownership of learning by students. Releasing ownership and responsibility of learning to students.

Key areas of Improvement for increasing student engagement

1. Personalized learning/SEM (voice & choice). Paying closer attention to the strengths of students. Spending more time on strength based learning and less time on deficit instruction.
2. Cooperative learning
3. Earlier release of learning within the gradual release model.

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 lower levels.



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.

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.

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.

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.

During the 2016 -2017 school year we are addressing compacting curriculum and the use of pre-assessments to more closely identify learners that have reached certain levels of proficiency within grade level content limits so that time can be used more efficiently within the instructional day.

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

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
1. Teachers will collaboratively plan lessons using the Florida Standards with complexity levels and develop and use rubrics, scales, and matrixes with the use of informal and formal assessments to measure progression and mastery of Florida Standards at appropriate complexity levels for every student.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Progression and mastery of standards will be measured by district assessments, state testing, SAT 10, 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. Implementation of this strategy will be monitored by administrative presence at PLCs, PLC agendas, minutes and lesson plans. Data will be analyzed at the PLCs, data chats.	Lisa Bultmann Chris Baker Instructional Staff
Instructional Strategy 2	
2. Teachers will train students to communicate effectively to progress learning forward by the use of talk and writing . In talk, teachers will confer with small groups and one-on-one, and use interactive read alouds, turn and talk, group problem- solving , cooperative learning, mini-lessons with active engagement and daily Number Talks. In writing teachers will continue to train students how to use journaling, response writing, reflective writing, research and prompted writing 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.	Bultmann PLCs Literacy Leadership Team SIP Team Lisa Bultmann Chris Baker
Instructional Strategy 3	

3. Instruction will be differentiated/personalized based on data and student need and Bauder will continue SEM and begin 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.	
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 and MTSS to make instructional decisions.	Lisa Bultmann Chris Baker SEM 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 between 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.

 **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 2015-2016 school year a great deal of professional development time was focused on the district’s new evaluation/ appraisal system and the development and use of scales to measure learning. The training and professional development in regards to the appraisal system helped teachers become aware of the system and what elements and domains were being observed in regards to evaluative observations. 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.

Scales was a major focus for professional development at Bauder during the 2015 – 2016 school year. Teachers spent many hours thinking, developing and teaching students how to use scales. Teacher effectiveness and student learning have both been impacted in regards to the development and use of scales. Teachers have spent more time looking at standards and unpacking standards. Students have become more reflective in regards to their learning, more responsible in regards to their own learning and aware of their status in regards to standards based instruction. Bauder will continue the work of scales and have already begun tweaking scales to reflect deeper and more rigorous learning. Teachers, now have scales for ELA and math and have begun the work of a more embedded way of work using scales within the classroom setting. This will be the next steps in regards to scales at Bauder.

Bauder is excited about the work of Personalized Learning. Bauder has been accepted as part of the 2016-2017 CoHort 3. During the 2015-2016 school year we worked on a providing the groundwork for PBL by studying SEM and implementing it school-wide. We had a book study –Ethics of Excellence to study this practice. A Bauder team went to CA to study High Tech High and the components of Personalized Learning.

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, Culturally Responsive Instruction or Data Driven Instruction).

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?
Personalized Learning	Summer, Pre-school, ongoing	Instructional Staff	Beginning implementation of Personalized Learning for Bauder students. Results higher student engagement, higher student achievement, increase in positive school/ student relationship
Compacting Curriculum/frequent assessment- Use of Tools for Formative Assessment Techniques to Check for Understanding	Pre-School	G.E. Instructional staff	Using assessment to determine what students know so that curriculum can be compacted and provide more time for needed instruction.
Differentiation of Instruction /Jan Richardson guided Reading	Summer, Pre-School, Ongoing	Instructional Staff	Increased Engagement Progression/mastery of standards at appropriate complexity level
Communication in talk and writing to progress learning forward	Pre-School/Ongoing/Peer Observation	Instructional Staff	Increase engagement & increase in student achievement
Rigorous Expectations for All	Pre-School/ Ongoing	Instructional staff	Engagement, Learning at high levels, More student autonomy, More observational and feedback data at the Marzano level DQ4.
Student – Centered Learning & Ownership of Learning	Pre-school & Ongoing	Instructional staff	Increased engagement, increased rigor, increased level of student stamina



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 5th 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, SEM, 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.

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 how to interpret and use student data via trainings, data chats or student-led conferences.

Bauder is in partnership with families and the community to support learning for ALL children. 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. 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 a Tech Night each month in order to support parent learning and use of tools to support the interpretation of data and to support student learning. Teachers will continue the use of parent information sheets. These are used by teachers to collect input from parents in regards to their child as a learner.

The Bauder SIP team, leadership team and PLCs will meet and look at Bauder cycle data. Upon the analysis of this data parent workshops will be held to assist parents in supporting their child's progress in becoming proficient in regards to Florida Standards. Tips and tools for parents to support learning will be provided in a workshop setting so that they can practice strategies before they use them with their child.

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Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<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.

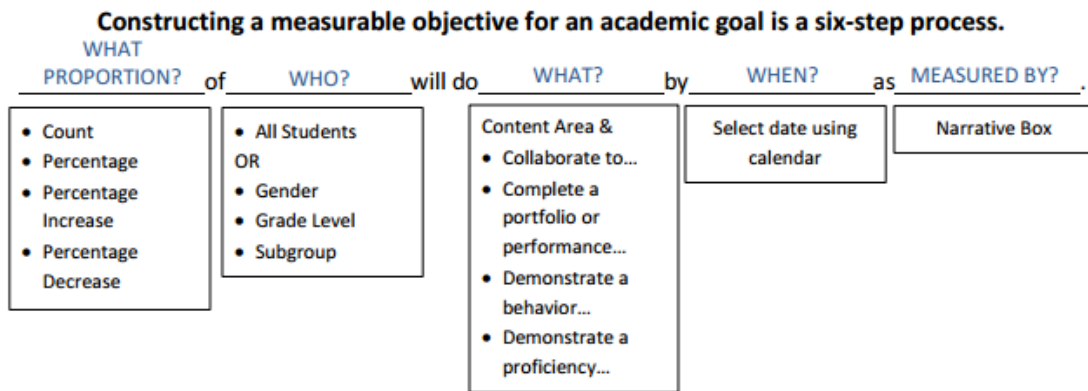
Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Bauder's 2016 -2017 Family Engagement goal is tied to the 15-16 parent climate survey (Parent Survey questions #7 & #13/ Shared responsibility with stakeholders and individualizing instruction). Bauder will train parents and use parent volunteers to support individualized learning by assisting in small group math problem solving groups to reflect in increased achievement in mathematics as measured by district assessments and CRTs in mathematics by May 2017.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Train parent volunteers in use of Soar to Success and Alphabet Recognition	Math Coach Carol Spencer
Goal 2: 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?	
Goal: 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 and continue to do school-wide community service projects five times a year. <i>Bauder will participate in seeking support through the community while also providing support to the community 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>	

<p>The Seminole Eco – System will continue to meet and work to build community partnerships and articulation between feeder schools. For the 2016 – 2017 school year Bauder with Seminole Middle, Seminole High & Career Academies will adopt a mile of road along 86th 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. Bauder staff will continue to use Fairmont Park Elementary to set up meetings with our Opportunity Scholarship students. This will provide us the opportunity to meet with some Bauder families in their own neighborhood.</p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p>	<p>Name of person(s) responsible</p>
<p>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.</p>	<p>Lisa Bultmann Jenny Courchene/Rangel Dockery Ashley Hull/Annie Zierden</p>

Section 2 – School Goals / Action Steps

Academic Goal



Please be sure that your goals 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 data source.

ELA / Reading Goal	Goal Manager: Lisa Bultmann/Lisa Pier/Katie Samon
<p>85% of students in 1st and 2nd grade will reach proficiency level in reading as defined by SAT 10 by May 2017.</p> <p>91% of all 3rd, 4th & 5th graders will score at or above grade level on the state FSA ELA test by May 2017.</p> <p>68% of Bauder's A.A. 3- 5 graders will score at or above grade level on the state FSA ELA test by May 2017.</p> <p>90 % of Bauder Hispanic students will score at or above grade level on the ELA FSA by May 2017.</p>	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Cycle for Improvement:	Student product, Informal and formal assessments, state & district testing.

<ol style="list-style-type: none"> 1. Students will be assessed using R.R., modules, student work, teacher observation, state and district assessments. 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 3. Relevant and Standards based instruction will be planned and delivered (i.e. Writing across curriculum, Turn & 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. 4. Differentiation based on student need will be determined and facilitated. (i.e., School-wide Walk to Achievement Groups, Guided Reading, I – Station, 5. 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. 	
<p>Activities/Strategies for Progress:</p> <ul style="list-style-type: none"> • Instruction based on Florida Standards & complexity levels • SCALES, Rubics, Matrixes • Data Folders • Monitoring Progress • Opportunities to be exposed to high level text • Close Reading • Note-booking • Stop and Think • Research • Importance of rereading • Respond to text by Listening/ Speaking/ & Jotting • Text-dependent Questioning based on standards • Using text structure to determine how best to take notes as you read • How to use standards to develop student friendly rubrics • Using text to develop an understanding of vocabulary. • Conferring one on one & in small groups for reading and writing • Provide opportunity for Independent Reading • Small Group Instruction (Jan Richardson Model) • I Station 30-60-90 	<p>Upward trend in student product, informal & formal assessments – SAT – 10, FSA</p>

<ul style="list-style-type: none"> • The Journal! • Writing for a purpose: taking organized notes, using notes to construct written responses, or writing a formal paper (informative/explanatory argumentative/opinion and narrative)? • Focus • Organization & Mechanics • Specific Details • Writer's Craft 	
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Mathematics Goal	Goal Manager: Lisa Bultmann
<p>80% of students in 1st & 2nd grade will reach proficiency level in math as defined by SAT 10 by May 2017. 90% of Bauder 3rd, 4th & 5th grade students will score at or above grade level on the Math FSA by May 2017. 74% of A.A students will score at or above grade level on the MATH FSA by May 2017. 88% of Bauder Hispanic students will score at or above grade level on the Math FSA by May 2017.</p>	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
<p>Cycle of Improvement:</p> <ol style="list-style-type: none"> 1. Students will be frequently assessed using mathematics inventories, formal and informal assessments, MFAS. Assessments & data sources will be used to determine level of support and/or challenge necessary for proficiency. 2. Student mathematic's data will be collected and tracked to make educational decisions based on TIERED schedules. Reviewed by PLCs, SIP team, Child Study, MTSS, Leadership Team, Staff 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. 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). 5. 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>MFAS, informal & formal assessments, inventories, student work</p>
<p>Activities/Strategies for Progress:</p> <ul style="list-style-type: none"> • Instruction based on Florida Standards with appropriate complexity level. • Journaling in Mathematics 	<p>Student Products/work</p>

<ul style="list-style-type: none"> • Data Folders • Use of Manipulatives • Concrete↔ Iconic↔ Abstract • SCALES • Mathematical Practices • Number Talks • Independently creating math problems with written responses • How to incorporate listening/speaking in math instruction • Using domain specific vocabulary • Using MFAS for formative assessment to differentiate instruction. • Small Group Instruction • Math Journals • ST Math 	
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Science Goal	Goal Manager: Chris Baker
75% of Bauder 5 th grade students will score at or above grade level on the 2017 FSSA Test by May 2017.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
<p>Cycle of Improvement</p> <ol style="list-style-type: none"> 1. All 5th grade science teachers will give the Science diagnostic test measuring learning standards from 3rd, 4th & 5th grade. Data will be aggregated and disaggregated for Bauder 5th graders. (August 2016) 2. 5th grade science teachers will review the item analysis of the diagnostic test for instructional purposes. (September 2016) 3. Science Instructional decisions and collaborative planning will be made based on the item analysis of the Science Diagnostic assessment. 	FSSA State Test 2017
<p>Activities for Progress:</p> <ul style="list-style-type: none"> • Use of SLAGs in grades 3 -5 (including reflective writing) • Use of Science Journals (grades K – 2) • Hands on Learning – Grades K – 2) • Use of Lab experience Grades 3 – 5 • Classroom Science Experiment for EXPO - (Grades K – 3) • Individual Science Fair Experiments Grades 4 & 5 • Instruction based Science Standards • Use of the 5 E model. • Using complex science text within literacy block 	Student Products, assessments Science Lab Pre/Post Tests

<ul style="list-style-type: none"> • Close reading • Stop and Think • Importance of rereading • Respond to text by Listening/ Speaking/ & Jotting • Text-dependent Questioning based on standards & Complexity level • Using text structure to take notes as you read • student friendly rubrics • Domain specific vocabulary • Note-booking • Success Criteria • Evidenced based answers • Research • Differentiation • Synthesizing information from one text to several • I Can Statements • Using Read Alouds to build Science Vocabulary • Consistent Science Lab Implementation 	
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Other School Goals*

*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 School, etc.)	
Goal Name: Healthy School	Goal Manager: Scott Denney –Wellness Champion/ Sherri Bertucelli
Bauder staff will work to become a Bronze rated school according to Healthy Schools initiative by May 2017.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<ol style="list-style-type: none"> 1. Wellness Champion will introduce components of Bronze rating in September 2016. 2. Staff will participate in relevant, related components. 3. Wellness Champion will monitor and report out to leadership team progress on this goal. 	50 % or more of staff will participate and complete necessary components of program to achieve Bronze status.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

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

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Lynn Jennings
Closing the academic achievement gap for African American students: Goal: – 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., SAT -10, FSA, Module, Cycle data) that support a need for more intense instruction beginning in September 2016 to increase achievement data indicators by May 2017.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Math- GO Math/ Soar to Success Math small group instruction ELA – LLI/ Beck Routine/ Jan Richardson routine.	Baker-Monitoring Trained retired teachers Hourly Teachers/Classroom teachers

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Mathematics: <ol style="list-style-type: none"> 1. Trained retired teachers meeting w/ students two times per week and using Soar to Success in small group instruction based on student need. 2. Frequent monitoring for progress. 	Increased mathematics achievement as indicated by SAT – 10 or FSA Mathematics Test
ELA: <ol style="list-style-type: none"> 1. Bauder Hourly teachers meeting with students four days per week using LLI strategies, Beck routine, Alphabet routine, Jan Richardson Routine. 	Increased ELA achievement as indicated by assessments-R.R. Alphabet, ELA FSA, Module assessments.

2. Frequent monitoring for progress using the LLI monitoring system.	
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Subgroup Goal (ELL)	Goal Manager:

Actions / Activities in Support of ELL Goal	Evidence to Measure Success

Subgroup Goal (ESE)	Goal Manager: Chris Baker
<p>ESE - 78% of Bauder Students with Disabilities will score at or above grade level on the ELA FSA or SAT-10 by May 2017.</p> <p>78% of Bauder students with Disabilities will score at or above grade level on the Math FSA or SAT -10 by May 2017.</p>	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
<ol style="list-style-type: none"> 1. Extend instructional time by morning groups – ELP. 2. Use of small group instruction - Using Linda Mood Bell for students with disabilities that demonstrate significant gaps in ELA. Use of Go Math Intervention Strategies, Soar to Success for Math with accommodations provided by IEPs in small group with teachers certified in ESE providing specific strategies that scaffold and meet the needs of each student. Providing students with accommodations that are reflected on IEPs as determined by need and IEP decisions. 3. Provision of services by instructional staff trained in strategies to support learners that have disabilities. 4. Training for General Education teachers that can provide interventions and strategies for students with disabilities. 5. Inclusionary Practices for maximum exposure to Florida Standards. 	<p>Upward data trend. Proficient level on Cycle Assessments, SAT – 10 or FSA ELA & Mathematics.</p> <p>Chris Baker monitors data.</p>

Subgroup Goal (If Needed)	Goal Manager:
Enter Goal Name	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)			10	14	12	36	4.6 %
Students with attendance below 90 %	12.9	9.7	17.7	12.9	17.7	62	8.0
Students with excessive referrals**						0	0
Students with excessive course failures**						0	0
Students exhibiting two or more indicators	1			1	1	3	.03

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal Monitored by – Attendance Specialist and Guidance Counselor	
Please ensure that your goal is written as a SMART goal.	
Goal: When comparing 2015—2016 attendance data, Bauder will decrease the number of students absent 10% or more from school 3% by May 2017.	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
<ol style="list-style-type: none"> Bauder will recognize students with 100% attendance certificates during each of the grading periods. Child Study Team will use problem-solving to determine the most common reasons/barrier that cause students to miss school. Develop interventions that target identified reasons for absences. Set – up meetings w/ guidance counselor for students with chronic attendance issues Provide many opportunities for parents to hear about the importance of attendance. The school social worker and/or the guidance counselor will make contact with families with more than 5 non- 	<p>Increase % of students with 100% attendance and decrease in number of student absences. Tracking students with multiple absences will demonstrate that school contact eliminates or decreases future absences</p> <p>Child Study Team minutes w/ interventions for students.</p>

consecutive absences to discuss supports that can be put in place	
.	.

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
During the 2016-2017 school year Bauder will implement several new school-wide strategies based on the principles of restorative justice to assist students in owning their behavior choices and increasing their use of problem solving skills and conflict resolution. Goal: Student survey data (Advance Ed) will show an increase in students viewing Bauder as safe as indicated by an increase from 2.69 score to a 2.9 score on the student Climate Survey by May 2017.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
School –wide training for staff beginning August 5 th by guidance counselor and ongoing at staff meetings, PLCs.		Implementation and use of action plans, peace tables, increase in staff language and implementation of restorative justice principles.
School-wide training for students in conflict resolution skills, and problem solving skills to own and fix behaviors and conflicts not aligned to Bauder expectations.		Decrease in student conflicts from first semester to second semester.

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
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.

Bauder has a well – developed Literacy Walk to Achievement time during the school day. During this block of time every student (K- 5) at each grade level is provided literacy instruction specific to his/her instructional level in reading. Instruction is facilitated by teachers that have demonstrated strengths in

the areas that children need growth and supports. Walk to Achievement is monitored closely and students are moved when data indicators demonstrate a need for further or more intense intervention or more challenge.

Data used to identify students for interventions in literacy are:

Running Records, SAT-10, FSA, Module, I – Station,

Bauder has an ELP program that serves students before and after school.

Serving: Grade 3 students with 2nd 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 3rd grade Running Records, ELA module assessments and Math Assessments for served students by May 2016.

Teacher: Ashley Hull in charge

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

Central lab -

76 days – September 2016 – March 2017.

Serving: 2nd Grade After School Support for students in 2nd grade with Stanine 1, 2 ,3 on 1st Grade SAT – 10 .
Approximate # of Students 15

Goal: To increase students(1st graders that scored 1, 2, 3 on SAT -10 math/reading) proficiency in reading and math as measured by ELA assessments, running record assessments and math assessments by using fluency builders(Reader’s Theatre), Jan Richardson- guided reading supports, and ST Math by May 2017.

Teacher: Debbie Smith

After School - 2:45 – 3:30p.m. – 1 day per week

Location: Mrs. Smith’s classroom

September 2016 – April – 2017

Serving Students struggling in Mathematics (Grades 3 – 5)as indicated by classroom work and cycle assessment indicators. Approximate # of Students – 50 students

Goal: To increase student proficiency in mathematics by May 2016 as measured by Math district assessments, MFAS assessments and CRTs by providing support with math homework, ST math extended time and strategic instruction in small groups based on GO Math interventions and FSA Practice Items – State Website.

Teachers: Total of 5

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

Location – Assigned teachers classroom

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 Rec in **K & 1st /SAT-10 2nd & 3rd and FCAT 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 state tests by May 2015. Approximate # of Students – 50 students

Before School

October 2015 - April 2016

Two mornings a week serving struggling readers.

Two Mornings a Week Serving Struggling Math Students –

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

8:00 – 8:30 – W, F Lab for Strugglers in Reading–

Writing & Literacy after school support **4th /5th graders** =2 groups /2 teachers

Goal: Increase student preparation for writing and reading state testing. Measurement: Proficiency levels on state reading and writing tests by June 2016. Approximate # of Students - 20

Two afternoons per week. 2:45 – 3:30 p.m.

November 2015 – April 2016

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 indicated by learning gains in district, and state assessments by May 2016.

Serving: **3rd & 4th grade Students**. . Affiliated with the Robotics Club from Seminole High School.

After School – One day per week 60 minutes Approximate # of Students - 30

27 weeks

Web Design and Coding Club:

Service: This group will serve **4th & 5th 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 2016.

After school program 2 days per week.

October 2015 – May 2016

25 weeks – Central Computer Lab

Early Intervention / Extended Learning Goal

Please ensure that your goal is written as a SMART goal (PLEASE see above ELP Plan).

Goal: Bauder Elementary will provide Extended Learning opportunities for children before and after school during the 2016 – 2017 school year in order to promote academic success for ALL students as measured by varied district and school assessments by May 2017.

Actions / Activities in Support of Goal	Evidence to Measure Success
Tennis Chess Band French STEM STEMer	
Reading – I Station LLI – Small Group Instruction (Literacy) Math Standards Support Group Instruction 2 nd Grade Small Group Instructional support ST Math Labs Support	

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	48	% with advanced degrees	29.2 %
% receiving effective rating or higher	100%	% 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	33.4%
% ESOL endorsed	58.14	% 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.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

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 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.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Jesse	Coraggio	White	Parent
John	Rice	White	Parent
Karl	Weimer	White	Parent
Kristy	Rissin	White	Parent
Barb	Williamson	White	Parent
		Select	
Demetris	Dixon	Black	Teacher
Alicia	Suttrich	Hispanic	Teacher
Patricia	Gaston	White	Support Employee
Lisa	Bultmann	White	Principal

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 (Describe the measures being taken to meet compliance below.)

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	Facilitator – Lisa Bultmann
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State Days / Intervals that Team meets below.

The Bauder MTSS team meets two Thursdays a 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.

School Improvement funds at Bauder are used to support the Bauder vision and mission and the district strategic plan.

1. School Improvement funds are used to foster a commitment to education for Bauder children. Each year the Bauder 5th graders take a trip to a college to introduce students to what the purpose of college is and for them to have gain knowledge about the college experience an opportunities. This supports the belief of College and Career Readiness.
Cost: approx.: \$800.00
2. Bauder School Improvement funds are used to provide TDEs for teachers to assist in collaborating and planning together to provide a rigorous learning environment for students.
Cost: \$2,500.00
3. Teacher subs to judge Science Boards for EXPO. Approx.: \$450.00

Use this space to paste budget, if desired.