. District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	Vision Building 100% Success with Quality and Honor	Narrative	Standard 1-1.1, 1.2: Purpose
Mission	Mission: **Preparing all students for on or above grade level work in middle school and beyond by collaborating as educators and a community.**	Narrative	Standard 1-1.2: Purpose
Values	Commitment to Children, Respectful & Caring Relationships, Responsibility, Cultural Competence, Integrity, Connectedness	Narrative	Standard 1-1.3: Purpose
	Part I: Current School Status		
	A. School Information		
	1. *School-Level Information*		
	☐ School– Bauder Elementary School	Narrative	
	☐ Principal's name: Lisa Bultmann	Narrative	
	☐ School Advisory Council chair's nameDr. Jesse Coraggio	Narrative	
	2. *District-Level Information*		
	☐ District	✓	
	Pinellas County		
	☐ Superintendent's name	✓	
	Michael A. Grego Ed.D.		
	☐ Date ofschool board approval of SIP	✓	
	September 24, 2013		

	B. School Advisory Council (SAC)		
3	1. Describe the involvement of the SAC in the development of this school improvement plan. A draft copy of the SIP is sent to SAC members during the summer through e-mail for study and input. During the August/September SAC meeting a draft of the SIP is provided to SAC for further input and consideration. This input is collected, discussed and aligned to district and school goals and direction. At the September SAC meeting Bauder's SAC votes to accept the Bauder SIP or makes further recommendations to make it acceptable. Because of the ongoing working document nature of the SIP, SAC bears the responsibility and right to periodically review and discuss its content and make suggestions and input for continuous improvement of student achievement at Bauder. Bauder's SAC meets 9 times a year. At each meeting a Data report is given that allows SAC to see progress students are making on SIP goals. This affords SAC members the opportunity to give feedback and input on the impact SIP goals have on student achievement at Bauder.	Narrative	Standard 2-2.4, 2.5: Governance and Leadership
3	2. Describe the activities of the SAC for the upcoming school year. The Bauder SAC will meet nine times during the school year. Bauder's SAC gives input and feedback involving the Bauder SIP and votes for its approval. Bauder SAC also votes on earned school recognition monies. Bauder SAC gives feedback on monthly Data and Tech reports and gives input into decisions and discussions regarding the many concerns of an elementary school. SAC has had a voice in safety concerns, facility concerns, budget concerns and decisions, feedback for district and school initiatives and provides a community sounding board for school decisions. Bauder's SAC is a valuable contributor to the sense of community at Bauder. They have accepted the challenge of making the transition to middle school from elementary school an easier process for students and families. Each spring Bauder SAC sponsors the Transition to Middle School program for our school community. This includes all the feeder schools to Seminole Middle School and the principal and members of the middle school staff. Bauder SAC is also committed to building a Community Eco-System of schools in the Seminole Community. Nine community schools, elementary through high school, have joined together to meet and work as a community of learners and educators to better serve the children in this community. This is an ongoing work and will continue through the 2013-2014 school year	Narrative	

4	3. Describe the projected use of school improvement funds and include the amount allocated to each project. 4. 1. Development of the SIP. Stipend to Bauder Think Tank. Seven teachers at ten dollars per hour for assistance in the development of the Bauder School Improvement Plan. Six hours times seven teachers times ten dollars - $420.00 5. 2. Hourly pay to highly qualified instructor for additional support and differentiation of instruction for students. $16.99 per hour X 176 hours = $3,000.00	Narrative	

3	4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below:
	    X Yes, we are in compliance.
	    ☐ No, we are not in compliance.
		Narrative	

	5. If no, describe the measures being taken to comply with SAC requirements.	Narrative	
	C. Highly Qualified Staff		
	1. *Administrators*		
	For each of your school's administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1
	a) Name: Lisa Bultmann a. Tim Slaughter	Narrative	Executive Summary: Section 1
3	BULTMANN b) Credentials (degrees and certifications) Elementary Education Specific Learning Disabilities Secondary Social Studies Bible M.A. Educational Leadership K – 12 Principal Certification SLAUGHTER BA-New Hampshire College University of South Florida National Board Certification Certified –Educational Leadership,		Executive Summary: Section 1

	Behavior Disorders, Elementay Education M.A.		
3	c) Number of years as an administrator- Bultmann - **9 years** Slaughter – **4 years**	Narrative	Executive Summary: Section 1
3	d) Number of years at the current school; Bultmann-**6.5 years** Slaughter – **3 years**	Narrative	Executive Summary: Section 1

1,2,3	e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)
	
	BULTMANN
	2012-2013
	Grade A
	Reading – 75%
	Mathematics – 78%
	Writing – 75%
	Science – 73%
	Reading Gains – 78%
	Math Gains – 85%
	Reading L25 Gains – 71%
	Math L25 Gains – 79%
	AMO's
	RDg – All Students – Target 83% Actual 75%
	          Hispanic – Target 83% Actual 70%
	          White - Target 84% Actual 74.5%
	          SWD – Target 63 Actual 35.5%
	          ED – Target 78% Actual 57.8%
	
	Math – All Students – Target 83% Actual – 78%
	          Hispanic – Target 80% Actual-80%
		DecisonEd/DW	

	White – Target 83% Actual76.9% SWD – Target 63% Actual 40.6% ED – Target 76% Actual58.4% **2011-2012 – BAUDER ELEMENTARY** **Grade A** **Reading - 75%** **Math – 74%** **Writing – 91%** **Science – 74%** **Reading Gains – 72%** **Math Gains – 77%** **L 25 Rdg. – 78%** **L 25 Math – 56%** **2010-2011 – Bauder Elementary** **Grade A** **AYP – Yes** **Reading – 91%** **Mathematics – 90%** **Writing – 96%** **Science – 74%** **Reading Gains – 74%** **Math Gains – 65%** **L25 – Rdg Gains – 71%** **L25 – Math Gains – 65%** **2009 – 2010 – PLUMB Elementary** **Grade A** **AYP – Yes** **Reading – 83%** **Math 84%** **Writing 92%**		

Science – 64%		
Reading Gains – 72%		
Math Gains – 65%		
L25 Rdg – 63%		
L25 Math – 61%		
2008 – 2009 – PLUMB Elementary		
Reading 90%		
Math – 92%		
Writing – 90%		
Science – 75%		
Reading Gains – 74%		
Math Gains – 73%		
L25 Reading – 76%		
L25 Math – 73%		
2008 – 2009 – PLUMB Elementary		
Grade A		
AYP – Yes		
SLAUGHTER		
2012-2013		
Grade A		
Reading – 75%		
Mathematics – 78%		
Writing – 75%		
Science – 73%		
Reading Gains – 78%		
Math Gains – 85%		
Reading L25 Gains – 71%		
Math L25 Gains – 79%		
AMO's		
RDg – All Students – Target 83% Actual 75%		

	Hispanic – Target 83% Actual 80%		
	White - Target 84% Actual 76.9%		
	SWD – Target 63 Actual35.5%		
	ED – Target 78% Actual57.8%		
	Math – All Students – Target 83% Actual – 78%		
	Hispanic – Target 80% Actual -70%		
	White – Target 83% Actual-74.5%		
	SWD – Target 63% Actual40.6%		
	ED – Target 76% Actual58.4%		
	2011-2012 – BAUDER ELEMENTARY		
	Grade A		
	Reading - 75%		
	Math – 74%		
	Writing – 91%		
	Science – 74%		
	Reading Gains – 72%		
	Math Gains – 77%		
	L 25 Rdg. – 78%		
	L 25 Math – 56%		
	2010-2011 – Bauder Elementary		
	Grade A		
	AYP – Yes		
	Reading – 91%		
	Mathematics – 90%		
	Writing – 96%		
	Science – 74%		
	Reading Gains – 74%		
	Math Gains – 65%		
	L25 – Rdg Gains – 71%		

	L25 – Math Gains – 65%		
	2. *Instructional Coaches – Bauder Elementary has no Instructional Coaches*		Executive Summary: Section 1
	For each of your school's instructional coaches, complete the following fields		Executive Summary: Section 1
	a) Name	Narrative	Executive Summary: Section 1
	b) Subject area	Narrative	Executive Summary: Section 1
	c) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
	d) Number of years as an instructional coach	Narrative	Executive Summary: Section 1
	e) Number of years at the current school	Narrative	Executive Summary: Section 1
1,2	f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	DecisionEd/DW	
	g) Full-time or Part-time	Narrative	Executive Summary: Section 1
	h) School-based or District-based	Narrative	Executive Summary: Section 1
	3. *Instructional Staff*		Executive Summary: Section 1
	a) # of instructional employees - 63	DecisionEd/DW	Executive Summary: Section 1

3	b) % receiving effective rating or higher	Narrative	
3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	Narrative	Executive Summary: Section 1
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S.	Narrative	Executive Summary: Section 1
2	e) % ESOL endorsed- 28.6%	DecisonED/DW	Executive Summary: Section 1
2	f) % reading endorsed - 4.8%	DecisionED/DW	Executive Summary: Section 1
3	g) % with advanced degrees 31.7%	DecisionED/DW	Executive Summary: Section 1
3	h) % National Board Certified – 6.3%	DecisionED/DW	Executive Summary: Section 1
	i) % first-year teachers -9.5%	DecisionED/DW	Executive Summary: Section 1
	j) % with 1-5 years of experience – 15.9%	DecisionED/DW	Executive Summary: Section 1
	k) % with 6-14 years of experience – 39.7%	DecisionED/DW	Executive Summary: Section 1
	l) % with 15 or more years of experience -34.9%	DecisionED/DW	Executive Summary: Section 1
	4. *Paraprofessionals*		Executive Summary: Section 1
	a) # of paraprofessionals – 0	Narrative	Executive Summary: Section 1
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	Narrative	Executive Summary: Section 1
	5. *Teacher Recruitment and Retention Strategies*		
	a) Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible. 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	Narrative	Standard 2: Governance and Leadership

associated with the Bauder reputation. Those that would chose to come to Bauder are informed regarding the work ethic and level of commitment that is expected of them to be a successful member of this staff. We interview teachers by teams knowing that collaboration, the ability to work as a team and one's ability to build relationships and rapport are as important as the knowledge on brings regarding pedagogy and content areas. The hiring of effective, collaborative staff members is the primary responsibility of the building principal. But this is not done in isolation and the principal makes sure that a team of staff that will be most closely affiliated with recruits is a part of the recruitment process. Bauder has a history of teachers that choose to stay at Bauder for most of their career. As indicated by Bauder's climate survey the Bauder staff believe in the work that is being done at Bauder for students. The climate fosters collaboration and collegiality that brings instructional staff out of isolation and into a supportive environment where teachers support one another as they constantly work to improve their craft and student achievement. Bauder has a culture of recognition built upon paying attention to the strengths of its members and the community of which it is a part. It is a school where the success of children depends on the collaboration and work ethic of all the community. Bauder has a strong mentoring program . Bauder has a lead mentor in the building that meets with all new recruits monthly. We believe so firmly in the support of instructional staff and that the level of instruction is so closely related to student achievement that the master schedule is arranged in such a way that the mentor teachers at each grade level are provided the opportunity to be in a new recruits classroom each week to offer modeling, support and feedback. This allows new teachers the opportunity to observe high level instruction and get feedback from a teacher that is participating and understanding of the practices needed to progress students.		
6. ***Teacher Mentoring Program/Plan***		
a) Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities. Bauder has a strong mentoring program . Bauder has a lead mentor in the building that meets with all new recruits monthly. Bauder has two district Demo teachers that are used to modl and	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using

demonstrate as well as teacher mentors. We believe so firmly in the support of instructional staff and that the level of instruction is so closely related to student achievement that the master schedule is arranged in such a way that the mentor teachers at each grade level are provided the opportunity to be in a new recruits classroom each week to offer modeling, support and feedback. This allows new teachers the opportunity to observe high level instruction and get feedback from a teacher that is participating and understanding of the practices needed to progress students.
 	
Principal: Lisa Bultmann is the primary recruiter
 	
Lead Mentor – Kelly Austin
 	
K Mentor – Diane Proffitt
 	
1st grade – Demo Teacher - Denise Dupre
 	
1st /2nd Grade Mentor – Kati Samon
 	
3rd /4th Grade Mentor – Kelly Austin
 	
5th Grade Sally Burks
 	
Pairings: New – Alicia Suttrich (1st grade) paired with Denise Dupre -1st grade Demo teacher
 	
        Christine Steiner (4th grade) paired with Kelly Austin – 4th grade, lead mentor and Demo teacher.
 	
        Corey DePappa is coming new to Bauder . She served the district as a district coach and is an expert in literacy curriculum. She will be mentored within the mentor monthly meetings in order to learn things unique to Bauder.
		Results for Continuous Improvement

	D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)		
	1. Describe your school's data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.	Narrative	Standard 3-3.7: Teaching and Assessing for Learning

Bauder's school based problem solving processes for implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation(funding & staffing) teacher support systems, small group and individual student needs.

Bauder believes in the use of the problem solving process to continuously improve our service to children. The Bauder MTSS's team vision is Success for ALL! The membership of the MTSS team (includes student services, 3 classroom teachers, guidance counselor, ESE staff, asst. principal and principal)meets two times per month with a timed, set agenda. Each meeting a member is assigned to bring relevant, specific data to the MTSS meeting relevant to the problem-solving focus of the meeting. The data includes Tier I, Tier II and /or Tier III data. Every member of the MTSS team is also assigned to sub-teams of the MTSS team and gives a mini or major report back to the MTSS team at as to the progress or state of the area of focus for each sub-team. Sub-Teams are: attendance, bully/behavior, culture, progress monitoring, PLC, Tier I, Tier II, Tier III, *SIP Goals,* Administrative trend feedback.

The effectiveness of Tier I core instruction (Tier II/small group & III/ individual students, SIP goals and professional development is addressed through data analysis and feedback from the MTSS sub-committees. PLC feedback re: PLC notebooks, from each grade level provides relevant, timely feedback information and needs (resources/trainings) from the classrooms to be addressed through the MTSS. Progress monitoring of interventions for students in Tier II and Tier III interventions after the collection of 3/6 data points is studied at MTSS and shared with ELM and teachers. The MTSS team information is shared with teachers at PLCs regarding data point

collections to analyze, and continue the connection between Tier I core instruction and Tier II/III interventions and needs for additional interventions, support for students or professional development for teacher(s). The MTSS team in coordination with grade level teams review data for placement of students in Walk to Achievement groupings and or change in interventions and supports regarding small group and/or individual support structures. Each month information from the MTSS team is shared at Grade Level PLCs and a report is given to the Bauder leadership team from members of the MTSS team and members of the leadership team that serve on the MTSS team bring information from leadership to the MTSS team. This structure provides lines of communication and connections among all the structures set up to collect and analyze data, make decisions based on problem-solving, align professional development and PLC agendas and to meet the needs of students using a Tier I, Tier II and Tier III supports.

Identify names and position titles of the members of your school based leadership team. What is the function and responsibility of each team member as it relates to MTSS abd the SIP?

Members of the MTSS Team at Bauder Elementary are:

MTSS TEAM Member	POSITION	FUNCTION/Responsibility to TEAM	Data Analysis	
Lynn Jennings	Guidance Counselor	Bully Report/Behavior Report/Tier III Coordinator/Bauder Buddies/Minutes/Leadership Team Liaison	"	
Anna Annarelli	Diagnostician	Tier II Report/ PMP Report/ Tier III Academic Report	"	
Angela Tuckett	Social Worker	Attendance/ Tier III Behavior Support	"	
Dennis Apple	School Psychologist	Tier II/Tier III Academic/Behavior Intervention Support/Parent support	"	
Kelly Austin	Classroom Teacher	Culture/ PMP/WtA/ SIP Progress Literacy/ Leadership Liaison	"	
Denise Dupre	Classroom Teacher	Culture/ SIP Progress Mathematics	"	

Katie Samon	Classroom Teacher	Culture/ SIP Progress Literacy	"			
Jennifer Ulrich	Speech Pathologist	SWD Progress	"			
Tim Slaughter	Asst. Principal	Bully /Behavior Report/ Data Collection & Interventions Tier II & III/ELL progress	"			
Lisa Bultmann	Principal	Maintain the vision and focus of the team as a data-based decision making team and the ongoing building of consensus, infrastructure and implementation. Sets Agenda & Meetings/ Assigns committees and responsibilities, Tier I Common Core data,				

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

Bauder Elementary uses a defined process for the collection and analysis of school, student data and monitoring Bauder's Multi-Tiered Support System and School Improvement Plan . District common assessments, SAT-10, AIMS data, Universal Screenings, i.e. Running Record Data, Spelling Inventory and individualized data for certain students as well as state data re: FCAT, FAIR, is used. This data is analyzed by the MTSS team, PLC teams, Leadership team. The MTSS team disaggregates and analyzes data to problem solve and make recommendations for Tier I improvement and Tiered II & III improvements and supports to meet School Improvement Plan Goals. The leadership team looks at the data analysis from the MTSS team and refines and implements recommendations. PLCs use data analysis of all data sources plus student work data to monitor the effectiveness of instructional practices regarding standards based instruction, SIP goals and recommendations/implementation from leadership. Administrative and coaches feedback and trend studies are used to monitor the implementation and recommendations from the leadership/MTSS teams and reports back to both these teams regarding the fidelity of

implementation.   MTSS team recommendations are shared with the leadership team and the leadership SIP monitoring meeting (meets once a month) discusses and develops further the MTSS recommendations and sets up the supports for implementation for classrooms/professional development/students. These teams continuously use the problem solving process to develop and implement plans for improvement through instructional practices, recommendation and alignment of resources, interventions and or supports for staff and or students. This cycle allows for continuous improvement for instructional practices and student achievement as well as monitoring the SIP and MTSS teams.

Describe the data sources and management systems used to access and analyze data to monitor the effectiveness of core, supplemental and intensive supports in reading, mathematics, science, writing and engagement(behavior& attendance).

DATA Sources:

Reading:
Running Record, Spelling Inventories, FAIR, District Assessments, FCAT, SAT-10, Response to Reading, Journals, Reading Logs
Writing:
District Assessment, Student Product, FCAT Writing, Journal, Response to Reading , Journals
Mathematics:
AIMS, CRTS, District Assessments, FCAT Mathematics, Student Product
Science:
District Assessment, Science Projects, Journals, CRTs
Engagement:
Positive Data Collection by MTTS team, Attendance data, CST data

Describe the plan to support the staff's understanding of MTSS and build capacity in data –based problem solving.

Bauder continues to improve the staff's understanding of the MTSS and build the staff's capacity to use data-based problem solving. For the 2013-2014 school year a plan has been set to train a teacher from each grade level as PLC facilitators to lead each grade level team in the process of data based problem solving using student product and student data. The grade level facilitators will become the experts at each grade level in the processes and tiered supports for Bauder. The agendas for weekly PLCs will provide for the facilitation of problem solving during weekly PLCs. We feel that this will bring the system & process closer to teachers and as it becomes embedded in weekly practice capacity will built.

E. Describe strategies the school uses to increase the amount and quality of learning time and help provide enriched and accelerated curriculum. And allowing teachers to collaborate, plan and engage in professional development.

Bauder believes that increased time on meaningful tasks increases student learning.

Mathematics

Bauder provides an after school mathematics support program for students that are struggling with mastery of mathematics standards. The support is aligned with the standards for grade levels and for the 2013-2014 school year the GO- Math interventions will be used in conjunction with FCAT explorer.

Math enrichment is provided in 1st & 2nd grade through our STEAMER group that is facilitated by a second grade gifted certified teacher. Students meet once a week during the school day with this teacher to do enrichment and connected learning.

Math enrichment is done for our 4th & 5th graders by a fifth grade teacher that meets with high performing math students once a week after school to challenge them with enriched math work.

Bauder teachers select students from their classes to participate in our Math Super-Star program. This is a Problem Solving program that encourages children to integrate math concepts. It is overseen by trained parent volunteers.

Math support for students struggling with mathematics is provided in the Bauder computer lab before school starts four mornings per week.
This is computer a based support using the technology provided by our new adoption and is overseen by our media specialist.

Reading
1st and 2nd grade students are afforded the enrichment opportunity to join a primary book club overseen by one of Bauder's second grade teachers. This club meets once a month to discuss common books read and dig into text to get information.

Retained Third Graders. This support reading club is overseen by a Bauder 2nd grade teacher and meets after school once a week to support reading skills and comprehension for these third graders.

ESE Intermediate support group for reading. These students meet for 20 minutes M – F before school to work on the computer program - Lexia to add additional minutes to their day in reading. Bauder hourly teachers provide ½ hour of before school reading support four days per week for students struggling in reading grades 2 – 5.

LLI support is provided for KG & 1st graders before school four days per week.

BOOK Clubs for Grades 3 – 5 students are provided during lunch once a week. This is overseen by a 4th grade teacher and provided each week by trained parents.

Literary Lunch. This group of 4th grade students meets once a week with the principal during lunch to share and discuss the art and skill of writing.

Enrichment groups. This is an opportunity for all Bauder students to use their area of strength and passion to grow as learners. These groups will meet once a month and are overseen by classroom teachers and experts from the community.

F. Literacy Leadership Team (LLT)
Names & positions: Kelly Austin - Team Leader, Robin Dockery, Corey DePappa, Kim Hunt, Ashley McIntosh, Rangel Dockery, Sally Burks
How it functions: The Literacy Leadership Team is a voluntary team comprised of Bauder instructional staff members. The function of the LLT is to assist with the allotment and distribution of Referendum funds provided by the district for use in the purchase of resources that support literacy for Bauder students and the support and success of literacy for all students at Bauder.
What will the major initiatives of the LLT be this year? The purchase and implementation of LLI materials for grade 3 and 4 students that are reading below grade level. Provision of support for literacy by facilitating training and support regarding: text dependent questions, Close reading , the new Reading adoption, enrichment in literacy and implementation of district Reading Modules.
Overseeing the Battle of the Books for Bauder grades 3- 5.
Literacy Celebrations will be the celebration of Dr. Seuss Day, School-wide Read-A-Thon Day.

2	1. Describe how the school ensures every teacher contributes to the reading improvement of every student. (For High and Middle Schools)	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning	
	H. Preschool Transition			
	This section is required for schools with grades K-2.			
1,2	1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable. **PRESCHOOL TRANSITION:** Bauder provides tours during the month of May for families of incoming Kindergarten students. This affords parents and children the opportunity to familiarize themselves with the Bauder campus and to actually see what Bauder Kindergarten classes are like. The Bauder principal leads the tours and speaks with the parents about Bauder's kindergarten program. One evening in May the Kindergarten team has a Transition to Kindergarten evening. This evening is for incoming Kindergarten parents and provides them with a great deal of information about what to expect in kindergarten, what the expectations are for kindergarten students and how parents can help prepare children for the kindergarten experience. The Bauder Kindergarten Team also uses one day in August before school begins to assess all incoming kindergarten students. This allows teachers to get to know incoming students and support their transition to kindergarten by knowing more about each child and where they are as they begin school. The week before school begins the principal and assistant principal have a new student orientation. This orientation is to assist families in getting necessary information needed when entering a new school. During the first month of school the kindergarten and preschool Bauder team have a picnic at a local park for all kindergarten students and families. This provides an opportunity for families to get to know one another as a school family so they can support one another as we all work together to foster	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning	

	a positive educational experience for each child entering school.		
	I. College and Career Readiness		
	This section is required for secondary schools, per Sections 1003.413(2)(g)-(j) and 1008.37(4), F.S.		
1	1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?	Narrative	Standard 3-3.5: Teaching and Assessing for Learning
1	2. How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?	Narrative	Standard 3-3.8, 3.9, 3.12: Teaching and Assessing for Learning. Standard 4-4.6,4.8: Resources and Support Systems
1	3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C.	Narrative	Standard 5-5.4: Using Results for Continuous Improvement
	Part II: Expected Improvements		
	For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.		
	A. Area 1: Reading		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		
1	☐ Students scoring at Achievement Level 3 25.1% (101) at Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 448.5% (195)at Level 4 or above	DecisionED/DW	Assessment Matrix
	b) Florida Alternate Assessment (FAA) (Less than 10 students)		Assessment Matrix
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix

	c) Learning Gains		
1	☐ Students making learning gains (FCAT 2.0 and FAA)78% students making learning gains	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	☐ Students in lowest 25% making learning gains (FCAT 2.0) 71% of L25 making gains	DecisionED/DW	Assessment Matrix
	d) Comprehensive English Language Learning Assessment (CELLA) (Less than 10 students)		
1	☐ Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	DecisionED/DW	Assessment Matrix
	e) Annual Measurable Objectives (AMOs)?????		
1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA Asian – 58.3% - (7) Black (83.3%) (5) Hispanic – 70% -(14) Multi race – 63.6% (7) White – 74.5% (263)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	f) Postsecondary readiness		
	The following data shall be considered by high schools.		
	☐ *4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.*	DecisionED/DW	Assessment Matrix
	Goal 1 to support target(s):): Each student will be an evidenced-based, independent thinker, and problem solver across ALL content areas by, reading, speaking/listening, and writing about text (on or above grade level), and /or with -in a text set(with a variety of genres, multi-media and/or other sources to increase the following Targets by June 2014 as indicated by the 2014 Reading FCAT. .	Narrative	

TARGETS: **To increase the percentage of students scoring at a Level 3 in FCAT reading from 24% to 35%. To increase the percentage of students scoring level 4 or 5 from 49% to 51%. Total 86% at or above grade level in reading.** To increase the percentage of students with disabilities scoring at a Level 3 from to 63% to 67%. To increase the percentage of Economically disadvantaged students scoring at a Level 3 from 78% to 81%.			

Possible Data Sources to Measure Goal 1: Reading logs Writing in Response to reading Journals Running Records District reading Assessment Research tasks and projects (Student Work) Reading Module Tasks and unit assessments created by the Pinellas district DBQ – Student work (Grades 3 – 5) SAT – 10	Narrative DecisionED	

Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
1. **Writing in Response to Reading measured by rubrics with increasing proficiency** 2. **DBQ – Student Work/Written summaries scored by rubrics** 3. **3. District Reading Assessments & Running Records showing increasing proficiency**	**#** **94**	**%** **75**	**#**	**%** **85**

		#	%		#	% 81
	2. Economically Disadvantaged: 1. Running Record Assessments w/ retelling and explicit/implicit questioning based on text. 2. Reading Logs with rubrics that measure volume and variety					
	3.Students w/ Disabilities **1. Running Record Data w/ retelling and explicit/implicit questioning based on text** **2. Use of ESE Assessment Data to measure increments of progress**	**#**	**%**		**#**	**% 67**
	Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)					
	Action 1- All teachers will be trained to unpack ELA Common Core Standards	Narrative				
	Action 2- All teachers will meet together in training and PLCs to learn best practices and plan for effective instruction at their grade level. using common core standards.	Narrative				
	Action 3- Members of the LLC team, teacher mentors, Demo teachers and videos from the Teachers Channel will be used to model lessons with effective strategies for implementation and planning using Common Core Standards.	Narrative				
	Action 4- Teachers will meet in PLCs and use student data to differentiate and deliver instruction	Narrative				
	Plan to Implement Action 1: Teachers will meet May 2013, August 2013 to be trained in unpacking Common Core Standards	Narrative				
	Plan to Implement Action 2: Bauder will vote on an extended day teacher schedule for the 2013-2014 school year to provide time for PLCs, training and planning on Common Core	Narrative				
	Plan to Implement Action 3: Mentor teachers and Demo teachers will use gifted cluster teachers to cover classes so they have opportunity to model for teachers effective strategies to support common core implementation in classroom.	Narrative				
	Plan to Implement Action 4: Teachers will be trained and discuss meeting student needs by	Narrative				

	differentiation in reading instruction and then will group students accordingly		
	B. Area 2: Writing		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above 3.575% - (94)	DecisionED/DW	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at or above Level 4	DecisionED/DW	Assessment Matrix
	Goal 2 to support target(s): Bauder teachers will use writing journals, prompted writings and written research train students to use rubrics and develop rubrics to evaluate their writings during the 2013 – 2014 school year. This will be used to support the increase of data results on the following 4th grade Target scores for the 2013-2014 Florida Writes FCAT assessment in February 2014.To.... **Target: Increasing the % of students scoring at 3.5 from 78 % to 85 %.** **Decrease the number of students scoring 3.0 or lower from 25% to 15 %**		

	Possible Data Sources to Measure Goal 2:	Narrative DecisionED/DW		
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**		**2013-14 Targets**	
	1. **Student writing portfolios with writings edited as a result of rubric evaluation and feedback**	**125**	**75%**	**#**	**85%**
	2. **Writing journals as demonstrations of students writing across contents to practice using the writing process to capture information and thoughts**	**0**	**0**	**#**	**%**
	3. **District Writing Assessments**	**#**	**%**	**#**	**%**
	Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)			

	Action	Narrative	
	Action 1- Teachers trained in the use of developing and using rubrics for writing aligned to the demands of common core standards	Narrative	
	Action 2- Teachers will meet in PLCs to evaluate student journals to learn how to move journal writing in an increasingly complex direction aligned with common core.	Narrative	
	Action 3- Teachers will meet in PLCs for professional development to train students how to write formal papers and/or research papers.	Narrative	
	Plan to Implement Action 1: PLCs facilitators, the Literacy Leadership team will collect and develop rubrics. Teachers will meet in PLCs to use these rubrics as models and develop rubrics to measure/evaluate writings at grade levels to align with the rigor of common core.	Narrative	
	Plan to Implement Action 2: PLC facilitators and Literacy Leadership team will develop training to assist in the implementation of journal writing and evaluation at continuously higher levels to support common core standards.	Narrative	
	Plan to Implement Action 3: PLC facilitators and Literacy Leadership team will meet to develop trainings in using note-taking for research paper development and writing formal and research writing and then train at grade level teams by PLC facilitators.	Narrative	
		Narrative	
	C. Area 3: Mathematics		
	1. *Elementary and Middle School Mathematics*		
	The following data shall be considered by elementary and middle schools.		
	a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at Achievement Level 3 33.7% (136) of students scoring at Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4 – 43.3%(175)of students scored at	DecisionED/DW	Assessment Matrix

	Level 4/5		
	b) *Florida Alternate Assessment (FAA) at Level (Less than 10 students)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	c) *Learning Gains –*		
1	☐ Students making learning gains (FCAT 2.0, EOC, and FAA)*85% of students made learning gains*	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	☐ Students in lowest 25% making learning gains (FCAT 2.0 and EOC)*79% of L25 made Learning Gains*	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	d) *Annual Measurable Objectives (AMOs) AMO Targets for 2014 Math:*		
1	☐ Student subgroups (i.e.,American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA Asian – 75% (9) BLACK (2 students) Hispanics- 80%(16), Multi-Race-81.8%(7), White-76.9% (273) *ED – 78%. SWD – 67%,*	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	2. **High School Mathematics**		
	The following data shall be considered by high schools.		
	a) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	b) *Annual Measurable Objectives (AMOs)*		
1	☐ Student subgroups (i.e.,American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	c) *Learning Gains*		

1	☐ Students making learning gains (EOC and FAA)	DecisionED/DW	Assessment Matrix
	d) Postsecondary readiness		
1	☐*4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.*	DecisionED/DW	Assessment Matrix
	3. ***Middle School Acceleration***		
	The following data shall be considered by middle schools.		
1	☐ Middle school participation in high school EOC	DecisionED/DW	Assessment Matrix
1	☐ Middle school performance on high school EOC	DecisionED/DW	Assessment Matrix
	4. ***Algebra 1 End-of-Course Assessment (EOC)***		
	The following data shall be considered for schools with students taking the Algebra I EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	5. ***Geometry End-of-Course Assessment (EOC)***		
	The following data shall be considered for schools with students taking the Geometry EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	Goal 3 to support target(s): Each student will become a problem solver and fluent in math and mathematical standards of practice with the ability to write, speak and perform mathematical operations at grade level or above according to common core standards and sunshine state standards as measured by 2014 Math FCAT and to achieve the following targets by May 2014. **Targets: To increase the number of students scoring at a Level 3 from 34 % to 36%.** **To increase the number of students scoring at a Level 4 or 5 from 45 % to 50%.**	Narrative	

	To increase the number of students with disabilities scoring Level 3 or above from 40.6% to 67% **To increase the number of economically disadvantaged students scoring Level 3 or above from 58.4% to 78%.** **To increase the number of Hispanic students scoring a Level 3 or above from 80% to 82%.**			
	Possible Data Sources to Measure Goal 3:	DecisionED/DW		

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
		# **ALL**	**%** **78%**	**404**	**% 85%**
	1. **Sat – 10 /FCAT Data /District Assessments/ Formative Assessments**				
	2. **Student work**	**#** **SWD 13**	**%** **40,6**	**32**	**%** **67**
	3. **Use of writing and speaking to communicate mathematical skill and knowledge in journals and oral speech as observed in walkthroughs**	# ED	%	89	% 78

	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)	
	Action 1- All math teachers will continue to have professional development in PLCs led by PLC facilitators using the Teaching Channel videos, the books Number Talks, Common Core Mathematics in a PLC at Work by et.al. and use the Math Flip Books for Common Core support.	Narrative
	Action 2- Teachers will use PLCs to work on planning lessons to use problem solving, writing and conversation to learn mathematical standards.	Narrative
	Action 3-Teachers will deepen their skill in facilitating the use of the eight mathematical practices to learn mathematical concepts and knowledge for students during Math PLCs.	Narrative
	Action 4- Teachers will develop math rubrics and scales during their grade level PLCs to assess and evaluate student learning as well as make decisions using student data for differentiation of	Narrative

	math instruction , interventions and grouping.		
	Plan to Implement Action 1: All math teachers will train during bi-monthly Math PLCs using books, videos, conversation, and peer observation to use Common Core and bridge standards to align math instruction.	Narrative	
	Plan to Implement Action 2: During Bi-monthly Math PLCs teachers will use the Math Flip Books, the New Math adoption, Common Core, and district curriculum guides to plan lessons using problem solving, writing, and conversation to build mathematical knowledge led by PLC facilitators.	Narrative	
	Plan to Implement Action 3: Bi-monthly math PLCs will be used for math teachers to continue to learn about the mathematical practices as processes for mathematical practice.	Narrative	
	Plan to Implement Action 4: PLC facilitators and classroom teachers will gather rubrics and meet in PLCs to discuss and develop rubrics/matrixes to measure learning and use student data to make decisions about differentiated math instruction and student interventions and groupings.	Narrative	
	D. Area 4: Science		
	1. *Elementary and Middle School Science*		
	The following data shall be considered by elementary and middle schools.		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		Assessment Matrix
1	☐Students scoring at Achievement Level 3 -25% at Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4 - 48% scoring at Level 4 or 5	DecisionED/DW	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at Levels 4, 5, and 6(Less than 10 students)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	2. *High School Science*		

	The following data shall be considered by high schools.		
	a) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	3. *Biology 1 End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Biology 1 EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)		
1	☐ # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) Area E: STEM Bauder provides many STEM experiences for students. # Science: Bauder uses the content of science as an attractor for our school. Bauder has the unique opportunity to provide students with a dedicated **Science Lab** experience . Every week students in grades 2 – 5 go to the science lab and do hands-on experiments related to the NGSSS. They then use Science notebooking in their classrooms with their teachers to make connections with the science experiment and build knowledge in the science content area. Students also do many hands-on experiments in their classroom that help build mastery of scientific knowledge along with exposure to science content through text during the science content and literacy block. **Participation: All Bauder students grades K – 5 participate in the lab.** Each January Bauder holds the **Science EXPO**. Every 4th & 5th grade Bauder student does an individual Science Fair Project and each classroom, grades K – 3 does a classroom experiment. These are done using scientific method. All students are trained in this process and a parent information night is held in the fall. All grades 4 and 5 experiments are judged and given feedback	Narrative	Standard 3-3.12: Teaching and Assessing for Learning

using a rubric by the Science Honors Students at our neighboring high school. Science projects are put on display throughout the school building and outside science related organizations such as the Aquarium join us as we present the experiments to our families and the public on a January evening. It is a true celebration of science and student accomplishment.

Participation: All Bauder students K – 5 participate in science projects. Attendance at the Science Expo is optional however, over 1000 people are usually in attendance.

Bauder participates in the district **Super Scientist Competition** each year. Two teams of 5th grade students study and prepare together with Bauder's science lab teacher and then compete against other schools in the district in different strands areas of science. Competition involves; written testing, scientific method through an experiment, fast based science related oral questioning.

Science: Bauder uses **Enrichment Groups** to extend learning in areas of interest for children. In the past we have offered a garden and fishing group that had a science focus. The types of groups we offer are determined by a student interest survey but groups with a basis in the content of science are offered.

Participation: During the 2012-2013 school year Enrichment groups were after school and over 400 students participated.

Participation: 10 5th grade students make up two team.

SCIENCE CAMP: Each summer Bauder offers a Science Camp experience to children leaving grades K – 5. Over 100 students each summer participate in this camp. Certified Bauder teachers select unit of interest to facilitate and children rotate from one experience/experiment to another throughout the science camp week.

Participation: Over 100 students grades K – 5.

Each **year field trips** are arranged that support science. The Waste and Recycling plant, the Clearwater Aquarium and the Science Center are yearly field trips that support science content.

Participation: These are grade level field trips and participation includes all students at a specific grade level.

TECHNOLOGY:

Bauder is committed to facilitating technology skills and knowledge for both students and staff.

COMPUTER LABS/Classes: Bauder has three computer labs. Bauders Media/Technology Specialist teaches classes each week in the computer lab. Every student at Bauder K – 5 has a class taught by her once a month. Classrooms teachers then bring their students to labs a minimum of once a week to integrate the use of technology skills with curriculum. Bauder has purchased a school-wide K – 5 keyboarding program. This is to assist students in mastering keyboarding both at school and at home to meet the demands of CCSSS and real-world needs.

Participation: All students K – 5 participate

ENRICHMENT GROUPS: Bauder offers a variety of enrichment groups based on student interest. The I-PAD Group has been a popular group that in the past has been selected by many Bauder students. This year a web-design group will be offered.

Participation: Available to all students in grades 4 & 5.

I-PADS/SMART Boards: A classroom set of I-Pads is available for check-out by classroom teachers to use to facilitate content/curriculum enhancement.

Participation: Available to all students

ELL: Netbooks are provided for students to take home that fall into our EEL subgroup to enhance exposure to English and facilitate acquiring English language skills.

Participation: Available to all Bauder students that are in the ELL subgroup

GIFTED TECHNOLOGY : Students in the gifted program have access to a one-to one computers on their gifted day. This is used for research and in other ways to enhance their curriculum.

Participation: Available to all students in the gifted program

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MATHEMATICS:

Bauder staff believe that mathematical fluency and competence is important for all students.

ENRICHMENT GROUPS:

MATH SUPPORT GROUPS: These groups meet after school two times a week for extra

support. It is funded by district funds so the time is determined by funding each year. Teachers offer students extra support in strands of math that is indicated by student data.

Participation: Grades 3 – 5 teachers recommend students and parent request

CHALLENGE MATH: One of Bauder's 5th grade math teachers oversees Challenge math with Bauder's high performing 4th and 5th grade math students. Typically this group meets once a week for an extended time during the school year.

Participation: Varies

SUPER STAR MATH: This is an enrichment math program available to grades 1 – 3 students once a week during the school day. It is available for teacher recommended students and is facilitated by trained parents**.**

Participation: Varies

MATH COMPETITIONS: Bauder has excelled in math competitions in our district. Each year Bauder has 4th grade and 5th grade high performing math students meet with the gifted teacher and a 5th grade teacher to prepare for mathematics competitions that are available in our district.

Participation: These competitions limit participation. Typically, up to 20 Bauder students are involved with the competitions.

PROBLEM of the MONTH:

For the 2013 – 2014 school year Bauder is using school-wide related math problems to build conversation and a culture that speaks more fluently regarding mathematics. This will be worked on by the math team at Bauder.

Participation: Grades K - 5

STEM GROUPS:

 Bauder has STEM groups in 1st and 2nd grade. These groups meet once a week during the school day with a certified gifted teacher. Students are selected from high performing 1st and 2nd graders. The teacher facilitates experiences for these students involving science, technology, engineering and mathematics through experiment, text and activities.

1	☐ Participation in STEM-related experiences provided for students – Participation is written under each category Area E section 1.	Narrative	Standard 3-3.1: Teaching and Assessing for Learning
	The following data shall be considered by high schools.		
1	☐ Students enrolling in one or more *accelerated* STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ Completion rate (%) for students enrolled in *accelerated* STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ Students taking one or more advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ Passing rate (%) for students who take advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ CTE-STEM program concentrators	DecisionED/DW	Assessment Matrix
1	☐ Students taking CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix
1	☐ Passing rate (%) for students who take CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix

	Goal 4 to support target(s): All students will participate in hands on science and use of science notebooking, content talk, content text and scientific method based projects to build a deep understanding of NGSSS in science as measured by science assessments and the 2014 Science FCAT by May 2014 to increase the following targets: **Decrease Level 1s &2s from 27 %(34) to 17%** **Increase Level 3s from 25% to 30%** **Increase Level 4s & 5s from 48% to 55%**	

		2012-13 Actuals		2013-14 Targets	
	Possible Data Sources to Measure Goal 4:	DecisionED/DW			
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)				
	1. **Science notebooks & journals**	127	75%	127	85%

	2. **Science projects**	**# 2**	**20%%**	**10#**	**%**
	3. **CRTs**	ED 17	50%	34	%
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
	Action 1- Teachers will continue training in the use of science notebooking/writng in science and rubrics to build scientific knowledge for students				
	Action 2- Students will continue to be trained to use notebooking and rubrics to tie the science lab experiment/experience with content knowledge				
	Action 3- Increase the amount of time students spend in non-fiction science text by using more time during the reading block to draw information from scientific text,				
	Action 4- Teachers spend time in PLCs developing essential text based questions, developing rubrics for science notebooks and science assessments.				
	Plan to Implement Action 1: PLC facilitators will study Dr. Chews work on writing/notebooking in science and lead PLCs in this study.				
	Plan to Implement Action 2: Science lab teacher will lead PLCs in rubrics development and use for assessing student writing and notebooking in science.				
	Plan to Implement Action 3: Literacy leadership team will continue to work on use of non-fiction text and text based questioning and take their work to PLCs/staff meetings for training.				
	Plan to Implement Action 4:				
	The following data shall be considered by middle and high schools.				
1	☐ Students enrolling in one or more CTE courses	DecisionED/DW			
1	☐ Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	DecisionED/DW			
1	☐ Completion rate (%) for CTE students enrolled in *accelerated* courses	DecisionED/DW	Assessment Matrix		

1	☐ Students taking CTE industry certification exams	DecisionED/DW	Assessment Matrix
1	☐ Passing rate (%) for students who take CTE industry certification exams	DecisionED/DW	Assessment Matrix
1	☐CTE program concentrators	DecisionED/DW	
3	☐ CTE teachers holding appropriate industry certifications	Narrative	Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems
	G. Area 7: Social Studies		
	1. *Civics End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Civics EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or aboveAchievement Level 4	DecisionED/DW	Assessment Matrix
	2. *U.S. History End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the U.S. History EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	Goal 5 (add other goals as needed) to support target(s):		
	Possible Data Sources to Measure Goal 5:	DecisionED/DW	

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**		**2013-14 Targets**	
	1.	**#**	**%**	**#**	**%**

		#	%	#	%
	2.	#	%	#	%
	3.	#	%	#	%
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
	Action 1-				
	Action 2-				
	Action 3-				
	Action 4-				
	Plan to Implement Action 1:				
	Plan to Implement Action 2:				
	Plan to Implement Action 3:				
	Plan to Implement Action 4:				
	H. Area 8: Early Warning Systems				
	1. *Attendance*				
3	☐ Students tardy 10 percent or more, as defined by district attendance policy	DecisionED/DW		Standard 5-5.2 Using Results for Continuous Improvement	
3	☐ Students absent 10 percent or more, as defined by district attendance policy 10% (85)	DecisionED/DW		Standard 5-5.2 Using Results for Continuous Improvement	
	2. *Suspension*				
3	☐ Students with one or more referrals 19	DecisionED/DW		Standard 5: Using Results for Continuous Improvement	
3	☐ Students with five or more referrals 1	DecisionED/DW		Standard 5: Using Results for Continuous Improvement	
3	☐ Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. - 7	DecisionED/DW		Standard 5: Using Results for Continuous Improvement	

3	☐ Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. 0	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. - 4	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. 0	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with ten or more in-school or out-of-school suspension days -0	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students referred for alternative school placement- 0	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students expelled-0	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	3. *Retention*		
1	☐ Students retained 3	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S. Bauder had one student retained in 3rd grade, one in Kindergarten and one in 2nd grade from the 2012-2013 school year.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	o Students in 3rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6th grade with one or more course failures on first attempt in core-curricula courses o Students in 9th grade with one or more course failures on first attempt in core-curricula courses	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students off track for graduation based on credits required to date for their cohort-	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	4. *Dropout Prevention*		
	The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/.	DecisionED/DW assuming drop out codes are W22 and w15	
1	☐ Students dropping out of school, as defined in s.1003.01(9), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement

1	☐ Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	I. Area 9: Parent Involvement		
	Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b).	Narrative	
3,4	Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities). **AREA 9: Parent Involvement** Bauder is a community school with a very high level of parent involvement. The Bauder staff believe that a strong home - school connection is supportive of highest student achievement. Bauder logs in over 27,000 volunteer hours each school year. Bauder parents have many opportunities and venues to participate. During the course of a school year Bauder offers trainings and informational meetings for parents: Volunteer Orientations, Transition to K training, Transition to Middle School Training, 3rd Grade Parent Training night, 4th Grade Parent Writing Training, Science Project Training, Bully Training, Portal Training, Growth & Development Training . These are trainings that are consistently offered from year to year. As needs arise other trainings or informational meetings are added. This year Bauder is adding a video by the principal for ALL Open House meetings to better communicate regarding Common Core Standards, Safety and Security and additional ways		

	families can be involved. Bauder continues to try and increase the number of trained mentors we can use to support at risk children. The Bauder goal for Parent Involvement for the 2013 -2014 school year is to maintain or increase the number of volunteer hours with a focus on hours to support struggling Kindergarten students. Another goal is to increase the number of trained mentors from 2 mentors(2013 -2014) to 5 trained mentors for the 2013 -2014 school year to support at risk children. Bauder will provide training for parents willing to provide additional support for students that struggle and the district will provide mentor training for Bauder Mentors.		
	J. Area 10: Additional Targets **BRADLEY MOU:** **Goal To increase Black student Achievement.** **Mathematics: To increase the proficiency level for Bauder black students on the 2014 math FCAT from 66.7% (4/6) to 100% by differentiation of mathematics instruction.** **Reading: To increase the proficiency level for Bauder black students on the 2014 reading FCAT from 83.3% (5) to 100% (6) by differentiation of reading instruction.** **Behavior: To decrease black suspensions from 1(2012-2013) to 0.**		
1-5	**Data Indicator(s)**		

	Math - Sat – 10 /FCAT Data /District Assessments/ Formative Assessments Student work **Reading – R.R. , Spelling Inventories, FCAT, SAT 10, Formative Assessments, Student Products**		
1-5	**Student work**	Narrative	
1-5	**Use of writing and speaking to communicate mathematical skill and knowledge in journals and oral speech as observed in walkthroughs** **Use of writing in response to reading,**	Narrative	
1-5	**Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)**	Narrative	
1-5	**Action 1- Mathematics - All math teachers will continue to have professional development in PLCs led by PLC facilitators using the Teaching Channel videos, the books Number Talks, Common Core tied to disaggregated data.** **Action 1: Reading – Reading teachers will meet in PLCs with disaggregated reading data. To focus on reading strategies for students within the disaggregated sub-group.** **Action 2. Mathematics in a PLC at Work by et.al. and use the Math Flip Books for Common Core support.** **2 , Reading – Teachers will study Common Core standards and determine what high yield strategies that can be used to support students within ranges of data to master the CCSS.**	Narrative	
1-5	**Action 3 - - Teachers will use PLCs to work on planning lessons to use problem solving, writing and conversation to learn mathematical standards.** **Reading – Teachers will use PLCs to determine student grouping for mastery of standards.**	Narrative	
1-5	**Action 4-Teachers will deepen their skill in facilitating the use of the eight mathematical practices to learn mathematical concepts and knowledge for students during Math PLCs.** **Reading – Teaches will meet in PLCs to develop or find assessments that will be used to measure**	Narrative	

	learning for data structured student groupings.		
1-5	**Action 5-** Teachers will develop math rubrics and scales during their grade level PLCs to assess and evaluate student learning as well as make decisions using student data for differentiation of math instruction , interventions and grouping. **Reading:** Teachers will use PLCs to develop, for lesson plans for reading with differentiation.	Narrative	
1-5	**Plan to Implement Action 1:** All math teachers will train during bi-monthly Math PLCs using books, videos, conversation, and peer observation to use Common Core and bridge standards to align math instruction. **Reading:** Teachers will take information and artifacts from Reading action steps 1-4 and put into place in the literacy block of classroom.	Narrative	
1-5	**Plan to Implement Action 2:** During Bi-monthly Math PLCs teachers will use the Math Flip Books, the New Math adoption, Common Core, and district curriculum guides to plan lessons using problem solving, writing, and conversation to build mathematical knowledge led by PLC facilitators. **Reading:** Teachers will meet in PLCs after implementation to study collected data and reflections on previous PLC implementations to check for effectiveness.	Narrative	
	Plan to Implement Action 3: Bi-monthly math PLCs will be used for math teachers to continue to learn about the mathematical practices as processes for mathematical practice.		
	Plan to Implement Action 4: PLC facilitators and classroom teachers will gather rubrics and meet in PLCs to discuss and develop rubrics/matrixes to measure learning and use student data to make decisions about differentiated math instruction and student interventions and groupings.	Narrative	
1-5	☐ Related goals for Bradley MOU – **BRADLEY MOU:** **Goal To increase Black student Achievement.** **Mathematics: To increase the proficiency level for Bauder black students on the 2014 math FCAT from 66.7% (4/6) to 100% by differentiation of mathematics instruction.**	Narrative	

Reading: To increase the proficiency level for Bauder black students on the 2014 reading FCAT from 83.3% (5) to 100% (6) by differentiation of reading instruction.		
☐ Topic, focus, and content– Academic achievement for African American students at Bauder.	Narrative	
☐ Facilitator or leader– PLC facilitators	Narrative	
☐ Participants All instructional and support services staff	Narrative	
☐ Target PLCs meet weekly. Data points are collected, graphed and studied every 8 weeks for any student receiving Tier II and or Tier III support. African American students that are within these tiers will be monitored in this way. Students receiving all instruction within Tier I are monitored using classroom formative assessments, student work, summative assessments and teacher observations. These assessment assist teachers in making decisions about differentiation within Tier I instruction.	Narrative	
☐ Strategies – The MTSS team helps analyze data and give feedback through PLC notebooks back to PLCs to assist in changing or maintaining interventions or strategies if students are in a Tier II or Tier III setting for achievement.	Narrative	
☐ Person responsible for monitoring. The classroom teacher is responsible for monitoring Tier I initiatives under the guidance of PLC facilitators. Classroom teachers and support services assist in the collection and monitoring of TIER II and III data. All Data is analyzed at PLCs, by the MTSS team and then as it aligns to SIP goals is monitored by the SIP leadership team.	Narrative	

	Part IV: Coordination and Integration		
4	Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.	Narrative	
	Part V: Budget		
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative	
4	☐ Related goal	Narrative	
4	☐ Strategy	Narrative	
4	☐ Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)	Narrative	
4	☐ Description of resources	Narrative	
4	☐ Funding source	Narrative	
4	☐ Amount needed	Narrative	
	Part VI: Mid-Year Reflection		

	This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK.		
1-5	☐ Has the goal been achieved?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, what evidence do you see to indicate you have achieved the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	o If no, is desired progress being made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	☐ If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	☐ If no, have the originally targeted barriers been eliminated or reduced?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	☐ If yes, what evidence do you see to indicate barriers have been eliminated or reduced?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	☐ If no, are the original strategies being implemented with fidelity as designed?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP.	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.		Standard 5: Using Results for Continuous Improvement

	K. Problem-Solving
1-5	Based on the targets set for your school in each required Area, engage in a problem-solving process using the following questions. Goals shall specifically address any subgroup not meeting its AMO targets for 2012-2013. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) shall also be considered during this process. Operational data such as climate surveys and classroom walkthroughs may also be used as available and relevant.
1-5	☐Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses. Problem: Bauder is not meeting AMO's in most subgroups in math and reading. The goal is to meet AMO targets in math and reading in all subgroups as indicated by the 2013-14 math and Reading FCAT.
1-5	☐Step 2: Brainstorm barriers that could prevent the school from achieving each goal.(Why is this happening?) 1. Lack of differentiation of instruction 2. Insufficient data analysis as it ties to high yield strategies addressing specific data indicators. 3. Lack of materials that are appropriate leveled 4. Insufficient knowledge of CCSS 5. Insufficient cultural competence 6. Lack of variety of student product indicating mastery of learning
1-5	☐Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable. 1. Lack of differentiation of instruction 2. Insufficient knowledge of CCSS 3. Insufficient data analysis as it ties to high yield strategies addressing specific data indicators. 4. Lack of variety of student product indicating mastery of learning 5. Insufficient cultural competence 6. Lack of materials that are appropriate leveled aligned to CCSS .

1-5	☐Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.
	1. Lack of differentiation of instruction
	  a. Continued training in guided reading and small group or targeted mathematics instruction (PLCs)
	  b. Modeling of small group instruction in math and reading
	  c. MTSS team training PLC facilitators in Problem Solving Process for data analysis of assessments and student work.
	  d. Training in differentiation in student product, content
	2. Insufficient knowledge of CCSS
	  a. Bauder Common Core notebooks used to study and plan during PLCs
	  b. Continued unpacking of common core standards
	  c. Continued study of what students should be able to do as a result of CCSS based instruction
	3. Insufficient data analysis as it ties to high yield strategies addressing specific data indicators.

	a. MTSS team training PLC facilitators in Problem Solving Process for data analysis of assessments and student work.
	b. Educational Diagnostician working with PLCs to support the selection of interventions and strategies indicated by specific student data.
	c. Flexible grouping to meet student needs
	4. Lack of variety of student product indicating mastery of learning
	   a. Teacher training on varied indicators of student mastery of learning.
	   b. Teacher using rubrics and scales to measure or students self-assessment of learning
	5. Insufficient cultural competence training
	   a. Pedro Neugro – Opportunities to Learn
	   b. Poverty Training
	6. Lack of materials that are appropriate leveled aligned to CCSS
	   a. Increase in high interest reading materials (non-fiction)

1-5	☐Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.
	
	## Priority Strategies for Bauder to accomplish the goal of meeting AMO targets:
	   a. Continued training in guided reading and small group targeted mathematics instruction for differentiation(PLCs)
	   b. Continued study of what students should be able to do as a result of CCSS based instruction
	   c. MTSS team training PLC facilitators in Problem Solving Process for data analysis of assessments and student work.

1-5	☐Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.
	   a. Continued training in guided reading and small group or target mathematics instruction for differentiation (PLCs)
	   Who – (PLC facilitators)
	   Math Training: K- 2 Denise Dupre & Lisa Bultmann 3-5 – Lavana Burns & Lisa Bultmann
	   Reading Training. K- 2 – Kim Hunt & Tim Slaughter 3-5 – Kelly Austin & Tim Slaughter
	   What: Small Group and targeted instructional strategy training in mathematics and reading
	   Where: Bauder Weekly PLCs & Classroom modeling by
	   When: Weekly PLCs & Staff Meetings
	   b. Continued study of what students should be able to do as a result of CCSS based instruction
	   Who: PLC Facilitators
	   What: Continued unpacking of standards for study of what students should be able to do tied to lesson planning through common core.
	   Where: PLCs meetings
	   When: Weekly PLCs & Staff Meetings
	   c. MTSS team training PLC facilitators in Problem Solving Process for data analysis of assessments and student work.
	   Who: Members of the MTSS team
	   What: Continue to train instructional staff re problem solving using student data, student work to align instruction with student needs, interventions and strategies.

	Where. PLCs & Staff meetings When.: Weekly PLCs, monthly staff meetings

☐Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).
The above strategies will be monitored:

A. Will be monitored by
   Who: school administrators and trainers.
   What: Monitoring the use of small group instruction and targeted instruction to meet AMO targets.
   Where: Classrooms
   When: Use of Walkthrough schedule for administrators (Weekly) –September - April

   a. Continued training in guided reading and small group or target mathematics instruction for differentiation(PLCs)
      Who – (PLC facilitators)
      Math Training: K- 2 Denise Dupre & Lisa Bultmann   3-5 – Lavana Burns & Lisa Bultmann
      Reading Training. K- 2 – Kim Hunt & Tim Slaughter   3-5 – Kelly Austin, Corey DePappa & Tim Slaughter
      What: Small Group and targeted instructional strategy training in mathematics and reading
      Where: Bauder Weekly PLCs & Classroom modeling by
      When: Weekly :
       & Staff Meetings

B. Will be monitored by
   Who: PLC Facilitators & Administrators
   What: Teachers providing opportunities for students to demonstrate mastery of CCSS
   Where: Classrooms
   When: Use of Walkthrough schedule. Weekly – September - April

   b. Continued study of what students should be able to do as a result of CCSS based instruction
      Who: PLC Facilitators
      What: Continued unpacking of standards for study of what students should be able to do tied to lesson planning through common core.
      Where: PLCs meetings
      When: Weekly PLCs & Staff Meetings

C. Will be monitored
   Who: Members of MTSS team – Educational Diagnostician & Guidance Counselor
   What: Use of Problem Solving Cycle to make instructional and grouping decisions for students
   Where: PLCs
   When: September 2013 PLCs and support as needed after.

   c. MTSS team training PLC facilitators in Problem Solving Process for data analysis of assessments and student work.
      Who: Members of the MTSS team

1-5

	What: Continue to train instructional staff re problem solving using student data, student work to align instruction with student needs, interventions and strategies. Where. PLCs & Staff meetings When.: Weekly PLCs, monthly staff meetings
1-5	☐Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when). : Bauder is not meeting AMO's in most subgroups in math and reading. The goal is to meet AMO targets in math and reading in all subgroups as indicated by the 2013-14 math and Reading FCAT. This goal will be progressed monitored through use of data collection (MTSS) and analysis(MTSS/PLCs) with decisions being made (SIP leadership team) regarding changes in TIER I – curriculum, instruction, environment or Tier II/III supports by MTSS team. Recommendations based on the study of data will be given to PLC facilitators to bring to instructional staff at PLCs. Implementation of recommendations will be monitored by walkthroughs with PLC, mentor, demo teacher support. Who: Administrators, Mentors, What: Progress towards AMO Targets Where: PLCs, MTSS, Leadership, Classrooms When: Everyday at Bauder
	Part III: Professional Development
	For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.
1-5	☐Related goal: Meeting AMO Targets in Reading and Math

	☐Topic, focus, and content
	    a. Continued training in guided reading and small group mathematics instruction for differention(PLCs)
	    b. Continued study of what students should be able to do as a result of CCSS based instruction
	    c. MTSS team training PLC facilitators in Problem Solving Process for data analysis of assessments and student work.

	☐Facilitator or leader a. Continued training in guided reading and small group mathematics instruction (PLCs) –

		Trainers, Math – Denise Dupre, Lavana Burns, Lisa Bultmann Trainers Reading: Kim Hunt, Kelly Austin, Tim Slaughter, Corey DePappa b. PLC facilitators : K – Perri Dodaro 1st Denise Dupre, 2nd Lisa Pier, 3rd – Ashley McIntosh, 4th Kelly Austin, & Jenny Courchene 5th Lavana Burns & Corey DePappa

		☐Participants (e.g., Professional Learning Community, grade level, schoolwide)
		    a. All classroom instructional staff will participate in these trainings.
		    b. All classroom instructional staff will participate in PLCs
		    c. All classroom teachers and MTSS team/

		☐Target dates or schedule (e.g., professional development day, once a month)
		    A. Two times a month
		    B. 4 times a month at PLCs
		    C. One time per month

		☐Strategies for follow-up and monitoring
		    a. Walkthroughs & feedback
		    b. Learning matrixes and rubrics for CCSS/assessments aligned to CCSS
		    c. MTSS team study of PLC notebooks for use of Problem Solving Method to make decisions.

		☐Person responsible for monitoring- Person responsible for monitoring will be the Bauder Leadership team by monitoring SIP goals for implementation, The Literacy leadership team for Implementation and training of modules as well as the Bauder Math Team for implementation and training. Monitoring in classroom practice will be the administrators at Bauder using walk through and trend data reports.
		Part IV: Coordination and Integration
4		Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school. Bauder Elementary Schools funds are coordinated to promote highest student achievement for all students. Federal funding at Bauder is primarily used in the service of students receiving ESE services. Each year an administrator at Bauder signs a document stating that this funding is used for the sole purpose of serving and supporting our students with disabilities. State funds are coordinated through the district and are generated through Bauder's student enrollment. The allocation of these funds are primarily designated categorically through the district and are spent, coordinated and aligned with the district's strategic direction. For the 2013-2014 school year the district has allocated ELP funds and SIP funds, and discretionary budget funds to be spent at the school level. The allocation of these funds are described under Part V budget in this document.
		Part V: Budget
		Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:
4		☐Related goal Goal A in section K – Meet AMO Target in Math and reading as indicated by 2013-14 Math & Reading FCAT.

4	☐Strategy A. Continued training in guided reading and small group mathematics instruction for differentiation (PLCs) B. Continued study of what students should be able to do as a result of CCSS based instruction C. MTSS team training PLC facilitators in Problem Solving Process for data analysis of assessments and student work.
4	☐Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other) A. Continued training in guided reading and small group mathematics instruction for differentiation (PLCs) Go Math Journeys District modules and curriculum guides Continued training (Jan Richardson) Number Talks & CD, Van de Walle, Julie Dixon Training, Teaching Channel for models, Data Analysis training to build small groups for instructional purposes. Think – Central Math Flip Books B. Continued study of what students should be able to do as a result of CCSS based instruction Common Core notebooks Math Flip Books Teaching Channel Adopted curriculum LLC Cadre Training Close Reading Training Text Dependent Questioning Mathematical Standards of practice C. MTSS team training PLC facilitators in Problem Solving Process for data analysis of assessments and student work. MTSS team members District Training in Problem Solving for classroom teachers Decision ED EDS
4	☐Description of resources **Human Resources**: District Trainers in Math, reading, Problem Solving Demo Teachers at Bauder PLC facilitators Bauder Administrators Hourly Teachers to assist in small groups to differentiate instruction for students **Professional Development** Differentiation training Close Reading Text Dependent Questioning
4	☐Funding source; The district has provided funding that is being used for the study of Bauder data and the development of goals aligned to student success. Stipends for summer work by the SIP team were provided by the Pinellas school district as SIP funds. SIP funds are also being used to provide differentiation of instruction in small group mathematics for students not meeting expectations.

	SIP funds will also be used to provide for substitute teachers so that fishbowls can be used to demonstrate Number Talks, Close Reading and Text Dependent Questioning by Bauder teachers. ELM funds will be used to support struggling readers and math students by extending time on task before and/or after the school day. Enrichment allocations will be used to support Bauder's STEMER groups with materials and supplies as well as Bauder's Enrichment groups that were started during the 2012-2013 school year. These funds will also be used to support Bauder's Challenge math groups, Bauder's Super Scientist Teams, and the gifted program at Bauder. Bauder will test all 1st graders using the Nagrilari test this year to support the identification of students that qualify for the gifted program.
4	☐Amount needed . Looking at FCAT Data, Bauder has 93 students in math and 106 students in reading testing below grade level in Grades 3 – 5. The opportunity to increase their time on task would support their achievement and assist in closing the gap between expectation and actual level. SAT- 10 data indicates that Bauder has 8 1st graders below at basic in reading and 33 in math. 2nd grade Sat 10 data indicates 50 2nd graders at basic in reading and 68 at basic in math. Bauder will continue to work to differentiate instruction within the school day and in each classroom. However, extending the school day and time on task would greatly assist in supporting the gap for these students. Bauder has been allotted $26.781.00 remediation and $7,527.00 in enrichment funds and $3,812.00/SIP through district funds.These funds will be primarily used for differentiation of instruction through small groups and extended time on task. The rest of the funds will be used to enhance and enrich children's learning and teacher training to be effective instructional leaders for children.
	Part VI: Mid-Year Reflection
	This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK.
1-5	☐Has the goal been achieved?
1-5	o If yes, what evidence do you see to indicate you have achieved the goal?
1-5	o If no, is desired progress being made to accomplish the goal?
1-5	☐If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?
1-5	☐If no, have the originally targeted barriers been eliminated or reduced?
1-5	☐If yes, what evidence do you see to indicate barriers have been eliminated or reduced?
1-5	☐If no, are the original strategies being implemented with fidelity as designed?
1-5	o If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP.
1-5	o If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.