

Pinellas County Schools

Bauder Elementary School



2020-21 Schoolwide Improvement Plan

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Bauder Elementary School

12755 86TH AVE, Seminole, FL 33776

<http://www.bauder-es.pinellas.k12.fl.us>

Demographics

Principal: Joanne Leichman

Start Date for this Principal: 10/10/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	29%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: A (62%) 2016-17: A (69%) 2015-16: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Bauder Elementary School

12755 86TH AVE, Seminole, FL 33776

<http://www.bauder-es.pinellas.k12.fl.us>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">24%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">15%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Building 100% success with Quality and Honor

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Leichman, Jodi	Principal	Instructional Leader
Baker, John	Assistant Principal	Instructional Leader
Jennings, Lynn	School Counselor	SBLT member; Restorative Practices Trainer
Mancuso, Danielle	Teacher, K-12	SBLT member and 4th Grade PLC Leader
Dodaro, Perri	Teacher, K-12	SBLT member and Kindergarten PLC leader
Koehler, Kim	Teacher, K-12	SBLT member; 2nd Grade PLC leader
Smoot, Patty	Teacher, PreK	SBLT member and PreK Team Leader
Pearson, Kim	Teacher, K-12	SBLT Member; Specialist PLC Leader

Demographic Information

Principal start date

Wednesday 10/10/2018, Joanne Leichman

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

49

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	29%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: A (62%) 2016-17: A (69%) 2015-16: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
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Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	59	114	119	116	127	123	0	0	0	0	0	0	0	658
Attendance below 90 percent	0	7	2	5	7	4	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 7/2/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	96	118	113	117	126	120	0	0	0	0	0	0	0	690
Attendance below 90 percent	0	7	5	9	6	10	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	2	20	16	0	0	0	0	0	0	0	38

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators 0 0 0 0 2 4 0 0 0 0 0 0 0 6

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year 1 0 0 3 0 0 0 0 0 0 0 0 0 4

Students retained two or more times 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Number of students enrolled 96 118 113 117 126 120 0 0 0 0 0 0 0 690

Attendance below 90 percent 0 7 5 9 6 10 0 0 0 0 0 0 0 37

One or more suspensions 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Course failure in ELA or Math 0 0 0 0 1 0 0 0 0 0 0 0 0 1

Level 1 on statewide assessment 0 0 0 2 20 16 0 0 0 0 0 0 0 38

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators 0 0 0 0 2 4 0 0 0 0 0 0 0 6

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year 1 0 0 3 0 0 0 0 0 0 0 0 0 4

Students retained two or more times 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	74%	54%	57%	75%	53%	55%
ELA Learning Gains	68%	59%	58%	70%	53%	57%
ELA Lowest 25th Percentile	71%	54%	53%	63%	47%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	79%	61%	63%	77%	62%	61%
Math Learning Gains	68%	61%	62%	72%	61%	61%
Math Lowest 25th Percentile	45%	48%	51%	63%	48%	51%
Science Achievement	68%	53%	53%	64%	53%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	73%	56%	17%	58%	15%
	2018	69%	53%	16%	57%	12%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	74%	56%	18%	58%	16%
	2018	61%	51%	10%	56%	5%
Same Grade Comparison		13%				
Cohort Comparison		5%				
05	2019	73%	54%	19%	56%	17%
	2018	68%	50%	18%	55%	13%
Same Grade Comparison		5%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	79%	62%	17%	62%	17%
	2018	87%	62%	25%	62%	25%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	80%	64%	16%	64%	16%
	2018	72%	62%	10%	62%	10%
Same Grade Comparison		8%				
Cohort Comparison		-7%				
05	2019	72%	60%	12%	60%	12%
	2018	78%	61%	17%	61%	17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison				-6%		
Cohort Comparison				0%		

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	67%	54%	13%	53%	14%
	2018	74%	57%	17%	55%	19%
Same Grade Comparison				-7%		
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	46	53		64	47						
BLK	36			45							
HSP	61	75		61	63						
MUL	94	92		78	62						
WHT	75	66	67	81	69	46	71				
FRL	63	69	71	64	69	50	55				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	57	38		57	69						
BLK	31			46							
HSP	59	36		77	79						
MUL	53			80							
WHT	70	56	46	81	67	47	76				
FRL	55	42	27	72	66	52	69				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	50	35		46	59		50				
BLK	44	50	40	46	53	54	13				
HSP	74	77		53	62						
MUL	78	60		72	82						
WHT	79	72	67	81	75	65	74				
FRL	64	73	62	63	68	66	41				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	473
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	82
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performance was with our Math Learning Gains for our L25 students (45%). Some contributing factors are that we were not consistently implementing Math interventions and monitoring our student's progress after receiving interventions. We also didn't ensure that the strong Math teachers were working with our 4th and 5th grade Math students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our Science achievement showed the greatest drop of 8% from 2018 to 2019. The factors that may have contributed to this decline is a lack of focus on research-based strategies for Science

instruction, lack of consistent use of our Science lab to engage students with inquiry-based activities and a lack of focus on content area vocabulary to ensure mastery of the standards.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our only data component that was lower than the state was our Math Learning Gains for L25 students. Our achievement was 6% below the state average. The gap may be a factor of the focus on improving ELA during the 2017-2018 school year and that intervention was focused solely on ELA student deficits.

Which data component showed the most improvement? What new actions did your school take in this area?

Our greatest gain was with our ELA Learning Gains for our L25 students overall. As a school, we targeted ELA interventions during our intervention block to ensure that we identified the individual student's deficit and aligned the research-based intervention to the deficit. Continual progress monitoring ensured we were able to adjust interventions, according to the data.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our lowest performance was with our ELA Learning Gains for our L25 students on Free and Reduced lunch (27%). Our ELA achievement for our black students was also low at 31%. Contributing factors are the lack of awareness of staff regarding equity strategies for our economically disadvantaged and black students. Our data also shows a decrease in the trend data with our L25 students in Math (45%). The lack of implementation of differentiation strategies has contributed to this trend.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Differentiation in CORE instruction to ensure all students are meeting mastery of the grade level standards.
2. Data-based decision making to guide instructional decisions to ensure struggling students are properly identified and a plan for increasing their learning gains in all content areas.
3. Strategies focused on Equity for All to ensure that students receive support in a student-centered environment.
4. Ensuring instruction is rigorous for all of our students, with a concentrated focus on subgroup students in gifted, ESE, and low socioeconomic status to ensure continuous and sustained achievement and learning gains.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our current level of performance is 74%, as evidenced by the 2019 FSA ELA assessment. Differentiation in the CORE will ensure that every student can demonstrate mastery of standards at the appropriate level of complexity. If differentiation of instruction would occur, the problem would be reduced by at least 7%

Measurable Outcome: By May, 2021, the percent of all students achieving ELA proficiency will increase from 74% to 81% as measured by the 2021 FSA ELA assessment. The students in the lowest quartile will improve proficiency results from 71% to 81% as measured by the 2021 FSA ELA assessment.

Person responsible for monitoring outcome: Jodi Leichman (leichmanj@pcsb.org)

Evidence-based Strategy: Facilitate consistent and sustained professional development with a focus on differentiation elements of curriculum, assessment, instruction and classroom management. Delivering instruction designed according to the elements of differentiation research in a student-centered classroom environment will ensure all students achieve at their highest potential.

Rationale for Evidence-based Strategy: During the 2019-2020 school year, the Bauder staff engaged in professional development surrounding the theory of differentiation of process, product, and content. ISM feedback, along with classroom walkthrough and observation data, confirmed differentiation as a continued priority for this school year.

Action Steps to Implement

1. Administrators will ensure consistent and sustained professional development on strategies of differentiation at a minimum of once a month.

Person Responsible Jodi Leichman (leichmanj@pcsb.org)

2. Teachers will collaboratively and intentionally, develop rigorous learning goals to ensure mastery of standards at the appropriate level of complexity, while implementing differentiation strategies each month.

Person Responsible Jodi Leichman (leichmanj@pcsb.org)

3. Administrators will monitor teacher practice bi-weekly and provide specific, targeted, actionable feedback that includes implementation of differentiation strategies to support teacher growth.

Person Responsible Jodi Leichman (leichmanj@pcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our current level of performance for our L25 students is 45% as evidenced by the 2019 FSA Math assessment. Differentiation in the CORE will ensure that every student can demonstrate mastery of standards at the appropriate level of complexity. If differentiation of instruction would occur, the problem would be reduced by at least 25%.

Measurable Outcome: By May, 2021, the percent of our L25 students achieving Math proficiency will increase from 45% to 70% as measured by the 2021 FSA Math assessment.

Person responsible for monitoring outcome: Jodi Leichman (leichmanj@pcsb.org)

Evidence-based Strategy: Facilitate consistent and sustained professional development with a focus on differentiation elements of curriculum, assessment, instruction and classroom management. Delivering instruction designed according to the elements of differentiation research in a student-centered classroom environment will ensure all students achieve at their highest potential.

Rationale for Evidence-based Strategy: During the 2019-2020 school year, the Bauder staff engaged in professional development surrounding the theory of differentiation of process, product, and content. ISM feedback, along with classroom walkthrough and observation data, confirmed differentiation as a continued priority for this school year.

Action Steps to Implement

1. Administrators will ensure consistent and sustained professional development on strategies of differentiation at a minimum of once a month.

Person Responsible Jodi Leichman (leichmanj@pcsb.org)

2. Teachers will collaboratively and intentionally, develop rigorous learning goals to ensure mastery of standards at the appropriate level of complexity, while implementing differentiation strategies each month.

Person Responsible Jodi Leichman (leichmanj@pcsb.org)

3. Administrators will monitor teacher practice bi-weekly and provide specific, targeted, actionable feedback that includes implementation of differentiation strategies to support teacher growth.

Person Responsible Jodi Leichman (leichmanj@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Our current level of performance is 68%, as evidenced by the 2019 NGSSS Science assessment. A focus on the 60 Power Words and other related vocabulary, based on grade level standards needs to occur in all 1-5 grade classrooms.

Measurable Outcome: By May, 2021, the percent of all students achieving Science proficiency will increase from 68% to 76%, as measured by the 2021 NGSSS Science assessment.

Person responsible for monitoring outcome: Jodi Leichman (leichmanj@pcsb.org)

Evidence-based Strategy: Implement and monitor science instruction, with a priority focus on the 60 Power Words and other related vocabulary, based on grade level standards.

Rationale for Evidence-based Strategy: Our 2019 NGSSS proficiency rates declined from the 2018 results. Over the last several years, our Science scores are inconsistent regarding trends and success is not being sustained. In analyzing data from Science district assessments, content area vocabulary is a need for our students.

Action Steps to Implement

1. Teachers will utilize diagnostic data in the Fall, 2020 as well as item analysis strategies to identify the lowest 3rd and 4th grade standards for Life, Physical, Earth, and NOS to support planning and intervention for students.

Person Responsible Jodi Leichman (leichmanj@pcsb.org)

2. Teachers will utilize the "Differentiated Resources" section in the curriculum guide to identify instructional supports for students.

Person Responsible Jodi Leichman (leichmanj@pcsb.org)

3. Teachers and Administrators will identify 5th grade students who are performing below expectations on Science cycle assessments and then provide intervention weekly, using research-based strategies to ensure mastery of content vocabulary.

Person Responsible Jodi Leichman (leichmanj@pcsb.org)

#4. Other specifically relating to Bridging the Gap**Area of****Focus**

Our current level of performance for our African-American students in ELA is 31% and in Math it is 46%. African-American students need to be provided with culturally responsive content and resources.

Description and**Rationale:****Measurable****Outcome:**

By May, 2021, the percent of African-American students achieving proficiency in ELA and Math will increase from 31% and 46%, respectively, to 81% for ELA and Math.

Person**responsible****for****monitoring****outcome:**

Jodi Leichman (leichmanj@pcsb.org)

Evidence-based**Strategy:**

Teachers will connect students to content through culturally responsive and relevant practices. Lessons will reflect awareness and understanding of referents and resources that are meaningful for students. Teachers will also engage in professional development focused on addressing personal biases.

Rationale**for****Evidence-****based****Strategy:**

This strategy will disrupt system inequity for African-American students.

Action Steps to Implement

1. Teachers will intentionally plan weekly for the differentiated needs of each student with consideration of culturally relevant resources to ensure content is accessible to the broadest range of learners.

Person**Responsible**

John Baker (bakerjoh@pcsb.org)

2. Teachers will reduce barriers to the curriculum and optimize levels of challenge in order to support and meet the needs of African-American students, on a daily basis.

Person**Responsible**

John Baker (bakerjoh@pcsb.org)

3. Equity Champions will facilitate teacher learning within PLCs, PD opportunities and model classroom observations, on a minimum of a quarterly basis.

Person**Responsible**

John Baker (bakerjoh@pcsb.org)

4. Using three year trend data, individualized intervention/extension plans will be developed for all African-American students by Administrators and Grade Level teaching teams, three times per year.

Person**Responsible**

John Baker (bakerjoh@pcsb.org)

5. Using ongoing assessment data, African-American student progress will be analyzed quarterly, by Administrators and SBLT with focused interventions or extensions identified and implemented for each African-American student.

Person**Responsible**

John Baker (bakerjoh@pcsb.org)

#5. Other specifically relating to School Climate/Conditions for Learning

Area of Focus Description and Rationale: Using the results of the Tiered Fidelity Inventory and the Tier 1 PBIS Walkthrough with Restorative Practices Elements, we needed to refocus our Guidelines for Success focus to ensure all students understood and could demonstrate the expectations of a Bauder student.

Measurable Outcome: By May, 2021, our students will be able to recite the Bauder Guidelines for Success (SOAR) expectations. The students will be able to give examples of what these expectations look like in all areas of the school (classroom, hallways, cafeteria, bathrooms, playground, etc.)

Person responsible for monitoring outcome: Jodi Leichman (leichmanj@pcsb.org)

Evidence-based Strategy: Expectations are clearly defined, taught, and reinforced.

Rationale for Evidence-based Strategy: Strategies and actions are based on research and evidence-based nationally recognized programs (PBIS and Restorative Practices). The specific strategies and actions within our SIP were selected to match our school-specific needs, based on our review of data utilizing an equity problem-solving process.

Action Steps to Implement

1. During preschool planning in August, 2020, the PBIS coordinator will provide training to staff on how to teach expectations for our new Guidelines for Success (SOAR). SOAR Guidelines for Success will be adapted for virtual learning and teachers will be provided guidance on how to adjust PBIS for online learning environments.

Person Responsible Lynn Jennings (jenningsly@pcsb.org)

2. During the first 10 days of school, students will engage in lessons on common area expectations with emphasis on changes in expectations and rules related to COVID-19. SBLT will monitor teacher delivery of these lesson plans. Our online students will engage in lessons on expectations and rules for the online classroom.

Person Responsible Lynn Jennings (jenningsly@pcsb.org)

3. All staff monitoring student behavior in common areas will engage with students to provide feedback, both positive and corrective, and will refer to the Guidelines for Success (SOAR) expectations along with signage reflecting these Guidelines for Success. A positive reward system will be utilized to include verbal encouragement, SOAR like a Seahawk stickers, and reward celebrations for those who earn a set amount of stickers.

Person Responsible John Baker (bakerjoh@pcsb.org)

4. SBLT will conduct ongoing (at minimum monthly) Tier 1 Walkthroughs to monitor fidelity of implementation of PBIS.

Person Responsible Lynn Jennings (jenningsly@pcsb.org)

#6. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: Improve the leadership capacity to facilitate equity-centered problem solving for the adoption of equitable practices. The root cause of why it isn't occurring is a lack of understanding and time for equity-centered problem solving within communities of learning. There is a lack of systems and processes with a focus on attending to underlying ecological root causes that contribute to students/families/communities' disaffection. " We will measure progress by (ex. # of meetings held, consistent attendance, diversity of attendees, diversity of opinions). "

Measurable Outcome: To improve equity-centered problem solving, we will initiate and strengthen equity-centered SBLT. Our current data illustrates that our African-American achievement is lagging behind our other students' achievement, as evidenced by the 2019 FSA assessment subgroup data. This issue may be impacted by more robust data discussions around race through dedicated time within SBLT meetings to this issue. We will measure progress by the number of meetings held, consistent attendance, and diversity of opinions. We will measure medium-term outcomes by the use of problem solving tools during the meeting and report the actions taken as a result of such discussions. We will measure long-term student outcomes by increasing the % proficiency of our African-American students with the goal of reducing the achievement gap.

Person responsible for monitoring outcome: Jodi Leichman (leichmanj@pcsb.org)

Evidence-based Strategy: Leadership capacity to facilitate equity-centered problem solving discussions.

Rationale for Evidence-based Strategy: These strategies and practices were identified using the Racial Equity Analysis Protocol (REAP).

Action Steps to Implement

1. The SBLT will set a clear vision of equity, purpose and goal. The SBLT will develop a concise expectations of how the goal(s) will be achieved and establish a set of equitable values that define the way of work and inspire success. These expectations and equitable values will be shared with staff, School Advisory Council and Boosters.

Person Responsible Jodi Leichman (leichmanj@pcsb.org)

2. The SBLT will utilize the 4-step Problem Solving Process, at a minimum of each quarter, to help accurately identify the problem to increase the likelihood that the intervention will be successful.

Person Responsible Jodi Leichman (leichmanj@pcsb.org)

#7. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Our current level of performance in attendance is 25 students with less than 90% attendance, as measured through the Focus Student Information System. When students aren't in class, they aren't learning. The problem is occurring because we need to increase our positive reinforcement for students who improve their attendance each quarter.

Measurable Outcome: By May, 2021, the number of students with less than 90% attendance will decrease.

Person responsible for monitoring outcome: Jodi Leichman (leichmanj@pcsb.org)

Evidence-based Strategy: A positive recognition system for students with improved attendance records provides students with incentive to continue to attend school.

Rationale for Evidence-based Strategy: Based on 2020 CST minutes, the 25 students who had less than 90% attendance had low attendance rates for 2 or more years in a row. Focusing on positive reinforcement will encourage students to attend school and to know that they are missed when they are absent.

Action Steps to Implement

1. School Social Worker will develop and implement attendance incentive programs competitions and improved attendance recognition programs each quarter.

Person Responsible Jodi Leichman (leichmanj@pcsb.org)

2. Teacher and Administrators will ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes. Teachers will reach out to parents of students when they miss 3 or more days of school in a single occurrence.

Person Responsible Jodi Leichman (leichmanj@pcsb.org)

3. Child Study Team will implement Tier 2 and Tier 3 attendance strategies for students with high absent rates.

Person Responsible Jodi Leichman (leichmanj@pcsb.org)

#8. Other specifically relating to Family and Community Engagement

Area of Focus Description and Rationale: Currently, we have a high number of families that participate in our various family/ community events. We would like to increase the types of activities we offer to our families to capitalize on our families' culture of origin. Bauder recognizes the impact celebrating our students' culture has on their learning.

Measurable Outcome: By May, 2021, we will implement one new family event focused on literacy, that will include cultural celebrations and experiences.

Person responsible for monitoring outcome: Jodi Leichman (leichmanj@pcsb.org)

Evidence-based Strategy: The school will engage all families and provide opportunities for families to be involved and support their child's academic success in school.

Rationale for Evidence-based Strategy: As the demographics of Bauder are shifting, we want to celebrate the growing diversity and encourage all of our families to participate in the school.

Action Steps to Implement

1. Administrators and Teachers will effectively communicate with families about their child's progress and school processes/practices on a minimum of a monthly basis.

Person Responsible Jodi Leichman (leichmanj@pcsb.org)

2. Family and Community liaison will work with the PMAC committed to organize and implement a literacy focused event during 3rd quarter that focuses on literacy and the cultures represented by our students.

Person Responsible Jodi Leichman (leichmanj@pcsb.org)

3. We will increase the postings on the Bauder Official Facebook page to include cultural references to ensure all of our students' heritages are represented.

Person Responsible John Baker (bakerjoh@pcsb.org)

#9. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale: Currently, Bauder has not earned a Healthy Schools award. We expect our performance to be at a minimum of a bronze level for the Alliance for a Healthier Generation's Healthy Schools Program, as evidenced by the Healthy Schools Program Assessment. We have not made a focus on increasing physical activity as well as ensuring healthy snacks are served in the cafeteria. If our healthy school team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition.

Measurable Outcome: Our school will be eligible in at least 3 out of 6 modules for bronze/silver/gold recognition by April 2021 as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework.

Person responsible for monitoring outcome: John Baker (bakerjoh@pcsb.org)

Evidence-based Strategy: Enhance staff capacity to support students through purposeful and transfer strategies.

Rationale for Evidence-based Strategy: This strategy will support development of traits for increased health.

Action Steps to Implement

1. Assemble a Healthy School Team made up of a minimum of four(4) individuals including, but not limited to: PE Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.

Person Responsible John Baker (bakerjoh@pcsb.org)

2. Healthy School Team will attend district-supported professional development by October, 2020.

Person Responsible John Baker (bakerjoh@pcsb.org)

3. Healthy School Team will complete Healthy Schools Program Assessment by October, 2020.

Person Responsible John Baker (bakerjoh@pcsb.org)

4. Cafeteria Manager will complete the SMART Snacks in School Documentation

Person Responsible John Baker (bakerjoh@pcsb.org)

5. Healthy School Team will develop and Implement Healthy School Program Action Plan

Person Responsible John Baker (bakerjoh@pcsb.org)

6. Healthy School Team will update Healthy Schools Program Assessment and Apply for Recognition

Person Responsible John Baker (bakerjoh@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

NA

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

With the current pandemic and the changing way of work for the 2020-2021 school year, building and maintaining a positive school culture is a high priority. Through our annual climate survey we are able to assess areas of strengths and areas needed for growth, based on feedback. This feedback is shared with our staff, School Advisory Council, and Boosters to develop a plan for addressing needs and enhancing our strengths. Several events are held throughout the year to connect with our stakeholders, which include Meet the Teacher, Open House/Curriculum Night, Math Night, Science Expo, Booster events, Grandparent's Day and volunteer orientation. Due to the current pandemic, we will offer these events on multiple platforms throughout the school year in order to maintain connection to our stakeholders. We use communication platforms such as school newsletters, social media, school website, and school messenger to ensure that our stakeholders are made aware of school operations concerning academic achievement, school safety, upcoming learning opportunities, community partnerships, and pertinent/timely information. As leaders, the Principal and Assistant Principal are accessible to students, staff, families and the community.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$1,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		140-Substitute Teachers	0151 - Bauder Elementary School	School Improvement Funds		\$1,200.00

			<i>Notes: Provide substitute teachers to ensure classroom teachers can attend Data Analysis Meetings and Differentiation trainings during the school year.</i>			
			0151 - Bauder Elementary School	General Fund		\$500.00
			<i>Notes: Supplemental Curricular Materials</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0151 - Bauder Elementary School	School Improvement Funds		\$500.00
			<i>Notes: Supplemental Curricular materials</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0151 - Bauder Elementary School	School Improvement Funds		\$500.00
			<i>Notes: Supplemental Curricular Materials</i>			
4	III.A.	Areas of Focus: Other: Bridging the Gap				\$0.00
5	III.A.	Areas of Focus: Other: School Climate/Conditions for Learning				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0151 - Bauder Elementary School	General Fund		\$800.00
			<i>Notes: Student incentives and rewards</i>			
6	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
7	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0151 - Bauder Elementary School	General Fund		\$500.00
			<i>Notes: Student incentives and rewards</i>			
8	III.A.	Areas of Focus: Other: Family and Community Engagement				\$0.00
9	III.A.	Areas of Focus: Other: Healthy Schools				\$0.00
					Total:	\$4,000.00