

Pinellas County Schools

Bauder Elementary School



2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	29%
2021-22 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	2021-22: A (75%) 2018-19: A (68%) 2017-18: A (62%)
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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<http://www.bauder-es.pinellas.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	29%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Leichman, Jodi	Principal	Write, Amend and Facilitate SIP goals and action steps. Facilitate School-based Leadership Team.
Baker, John	Assistant Principal	Instructional Leader for K-2; Co-facilitates SBLT and Grade Level PLCs
Dodaro, Perri	Teacher, K-12	SBLT member; Facilitates Kindergarten PLC
Koehler, Kim	Teacher, K-12	SBLT member; Facilitates 2nd Grade PLC
Zierden, Annie	Teacher, K-12	SBLT member; Facilitates 3rd grade PLC
Coraggio, Penny	Teacher, K-12	SBLT; Facilitates 4th Grade PLC
Kinney, Lisa	Teacher, K-12	SBLT member; Facilitates 5th Grade PLC
Jennings, Lynn	School Counselor	SBLT member; Facilitates Specialist Plc
Mays, Jessica	Teacher, PreK	SBLT member; Facilitates PreK and SLP PLC
Webber, Danielle	Teacher, K-12	SBLT member; Facilitates 1st Grade PLC

Demographic Information

Principal start date

Wednesday 10/10/2018, Joanne Leichman

Number of teachers with a 2022 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.*

6

Number of teachers with a 2022 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.*

11

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

667

Identify the number of instructional staff who left the school during the 2021-22 school year.

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	73	92	97	107	102	110	0	0	0	0	0	0	0	581	
Attendance below 90 percent	0	11	7	7	7	8	0	0	0	0	0	0	0	40	
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	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	5	3	0	0	0	0	0	0	0	11	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	8	8	0	0	0	0	0	0	0	22	
Number of students with a substantial reading deficiency	0	0	2	4	0	0	0	0	0	0	0	0	0	6	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	0	0	0	0	0	0	0	0	1

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 6/21/2022

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	68	100	108	112	111	118	0	0	0	0	0	0	0	617
Attendance below 90 percent	0	2	4	5	4	4	0	0	0	0	0	0	0	19
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	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	

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	2	0	2	0	1	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	68	100	108	112	111	118	0	0	0	0	0	0	0	617
Attendance below 90 percent	0	2	4	5	4	4	0	0	0	0	0	0	0	19
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	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	

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	2	0	2	0	1	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	78%	55%	56%				74%	54%	57%
ELA Learning Gains	80%						68%	59%	58%
ELA Lowest 25th Percentile	70%						71%	54%	53%
Math Achievement	82%	51%	50%				79%	61%	63%
Math Learning Gains	77%						68%	61%	62%
Math Lowest 25th Percentile	59%						45%	48%	51%
Science Achievement	79%	62%	59%				68%	53%	53%

Grade Level Data Review - State Assessments

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	73%	56%	17%	58%	15%
Cohort Comparison		0%				
04	2022					
	2019	74%	56%	18%	58%	16%
Cohort Comparison		-73%				
05	2022					
	2019	73%	54%	19%	56%	17%
Cohort Comparison		-74%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	79%	62%	17%	62%	17%
Cohort Comparison		0%				
04	2022					
	2019	80%	64%	16%	64%	16%
Cohort Comparison		-79%				
05	2022					
	2019	72%	60%	12%	60%	12%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	67%	54%	13%	53%	14%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	48	58		60	69						
HSP	58	65		69	71		58				
MUL	93	80		100	60						
WHT	81	81	72	84	79	63	82				
FRL	69	77	69	71	69	42	75				
2021 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 2019-20	C & C Accel 2019-20
SWD	48			73							
HSP	72			83							
MUL	88			94							
WHT	74	65	63	81	81	72	76				
FRL	60	70	58	71	77	67	59				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	75
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	525
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	59

Students With Disabilities	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
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	83
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	77
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	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

All content areas increased over the last year, except for 3rd grade Reading. Our Reading Learning Gains went up substantially. Our Math Learning Gains for our lowest quartile of students dropped from 74% to 59%. This was the largest decrease for all content and Learning Gains.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our ELA achievement for 3rd Grade dropped from 77% to 68% and our Learning Gains for our lowest quartile decreased from 74% to 59%. Both of these areas need to improve.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Concentrating our Focus on understanding and implementing the B.E.S.T. standards along with designing cognitively complex tasks will be the focus for improvement. Using strategies to eliminate the gender gap between how our male students perform compared to our female students also needs to be a focus.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our Learning Gains overall in ELA increased from 66% to 80% and for our L25 students they increased from 59% to 70%. Both of these areas showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our school concentrated our efforts over the last few years in differentiation and aligning interventions based on student deficits. Focusing the intervention for our students on the area of need was a factor in the increase in learning gains.

What strategies will need to be implemented in order to accelerate learning?

Our focus will need to be on our 3rd, 4th, and 5th grade teachers planning with the B.E.S.T. standards in mind. Our focus will be on implementing strategies to eliminate the gender gap for our male students. We also will focus on Facilitating Cognitively Complex tasks and continuing to implement interventions that are aligned with our students' deficits.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will be engaged in Professional Development to address the gender gap, led by the District Equity department. We will focus our weekly PLCs and ongoing Professional Development on planning and facilitating cognitively complex tasks aligned with the B.E.S.T. standards to ensure our students are making growth in their learning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will continue our focused work on how our students are achieving and planning for instructional shifts, based on the progress monitoring data.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Standards-based data (FSA, common assessments, walkthrough data, etc.) collected from the 2021-2022 school year showed students are demonstrating that our L25 Students' Learning Gains are below the achieved proficiency in ELA and Math for all students. Our Lowest Quartile of students are not provided with consistent opportunities to be successful with standards-aligned tasks, and are not consistently provided interventions to close the achievement gap, and teachers have limited effective teaching methods to support L25 students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Proficiency in ELA will increase from 78% to 85%, as measured by the F.A.S.T. assessment.</p> <p>Proficiency in Math will increase from 82% to 90%, as measured by the F.A.S.T. assessment.</p> <p>Proficiency in Science for all students will increase from 79% to 85%, as measured by the SSA assessment.</p> <p>Our Black students' proficiency, in both ELA and Math will be at 80% for ELA and 77% for Math.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress Monitoring data, along with common assessment data, will be analyzed after each assessment period to ensure our L25 students are making progress toward proficiency.
Person responsible for monitoring outcome:	Jodi Leichman (leichmanj@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	Ensuring that whole group and small group instruction is designed and implemented will ensure that instructional practices are focused on the B.E.S.T. standards in ELA and Math and that students are receiving interventions aligned with their area of deficit.

selecting this strategy.**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Employ instructional practices that result in students doing the work of the lesson (higher-order questioning, quick demonstration followed by practice, limiting teacher talk, high-quality feedback and opportunities to use that feedback).

Person Responsible Jodi Leichman (leichmanj@pcsb.org)

Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups.

Person Responsible Jodi Leichman (leichmanj@pcsb.org)

Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Person Responsible John Baker (bakerjoh@pcsb.org)

Utilize administrator walkthrough tools to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Person Responsible Jodi Leichman (leichmanj@pcsb.org)

Utilize daily Intervention block for both ELA and Math to engage students in standards-aligned intervention, based on student deficits.

Person Responsible Jodi Leichman (leichmanj@pcsb.org)

#2. Positive Culture and Environment specifically relating to Equity

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Analyzing our 20-21 ELA FSA data, there is a substantial gap in the percentage of our male students achieving Level 3 to 5, as compared to our female students. Over 250 research studies show a connection between movement and learning. This brain research has shown that movement can increase focus, attention and student achievement. Boys typically engage more readily when they are comfortable and are engaged with movement and boys often enjoy instruction that allows them to practice healthy competition. After the return from the Covid pandemic, Bauder's Makerspace has not been used. This project will have 3 integrated pieces. We will outfit our Makerspace with flexible seating to more readily engage our boys. We will focus our Battle of the Books on boys to foster a love of reading with a dose of competition. In order to engage our boys in reading, we will build a collection of STEAM-inspired books for our evolving school library circulation.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Proficiency in ELA for our male students will increase from 66.7 to 80%, as measured by the F.A.S.T. assessment.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Progress Monitoring data, along with common assessment data, will be analyzed after each assessment period to ensure our male students are making progress toward proficiency.</p>
Person responsible for monitoring outcome:	<p>Jodi Leichman (leichmanj@pcsb.org)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Our strategy is to engage boys in reading with books that spark their interest and encourage sensory learning. By adding these titles to the library, we increase the range of boys' interests and involve them in a reading community. We provide our students with an amazing MakerSpace to grow them as STEAM thinkers. When students visit the MakerSpace, they will have a choice of seating which will allow them to move and feel comfortable. Our boys enjoy competition and we want to connect competition with literacy through a focused Battle of the Books all-male team. They will work with a teacher</p>

implemented for this Area of Focus.

throughout the year to engage in discussions about the books and to prepare for the annual Battle of the Books competition.

Rationale for Evidence-based Strategy:**Explain the rationale for selecting this specific strategy.**

Over 250 research studies show a connection between movement and learning. This brain research has shown that movement can increase focus, attention and student achievement. Boys typically engage more readily when they are comfortable and are engaged with movement and boys often enjoy instruction that allows them to practice healthy competition.

Describe the resources/ criteria used for selecting this strategy.**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers and Administrators engage in Gender Differentiation training to support implementation of instructional materials that will engage male students.

Person**Responsible**

Jodi Leichman (leichmanj@pcsb.org)

Make strategic decisions about flexible seating and instructional materials that will engage our male students in our Makerspace classroom.

Person**Responsible**

Jodi Leichman (leichmanj@pcsb.org)

Implement a plan for identifying male students for participation on our Boys Battle of the Books group, including analysis of common assessment and progress monitoring progress.

Person**Responsible**

Jodi Leichman (leichmanj@pcsb.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Does not apply to Bauder

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Does not apply to Bauder

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Does not apply to Bauder

Grades 3-5: Measureable Outcome(s)

Does not apply to Bauder

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Does not apply to Bauder

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Does not apply to Bauder

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Does not apply to Bauder

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

Does not apply to Bauder

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Bauder Elementary is a neighborhood school with great parent involvement and a high priority on positive school culture. We utilize a PBIS framework to identify schoolwide expectations of Safety, Ownership, Acceptance and Respect. Through our annual climate survey, and feedback from our School Advisory Council and our Booster organization, we are able to assess our areas of strengths and areas needed for growth. The 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 Nights, Math Night, Science Expo, Literacy Night, Grandparent's Day, Booster events and volunteer orientation and appreciation. The 2020-2021 school year identified additional platforms to engage families and community and we will continue to utilize these platforms. 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.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Staff - implement PBIS framework for expectations; engage with families through events, conferences and newsletters

Families - provide feedback; support SOAR expectations; participate in events and Boosters

Boosters - plan and implement activities and events to engage families in the school; provide personnel support

SAC - provide feedback on School Improvement goals and review budget

Business Partners - provide monetary and personnel support for family/Booster events