Bay Haven School Of Basics Plus

2022-23 Schoolwide Improvement Plan

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Bay Haven School Of Basics Plus

2901 W TAMIAMI CIR, Sarasota, FL 34234

www.sarasotacountyschools.net/bayhaven

Demographics

Principal: Chad Erickson

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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)	54%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (70%) 2018-19: A (62%) 2017-18: B (61%)
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 Sarasota 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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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 KG-5	No	54%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Bay Haven School of Basics Plus provides an engaging educational environment through the collaboration of staff, students, families and community. This engagement is maintained through written contract commitments, family partnership, dedicated staff and a supportive PTO.

Provide the school's vision statement.

At Bay Haven School of Basics Plus, all students will grow academically, physically, and emotionally in a caring, engaging and structured environment.

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
Erickson, Chad		Primary Duties/Responsibilities Include: -Serves as the instructional leader of the school, which includes setting, support, and monitoring rigorous standards for teacher instruction and student achievement. -Provides and promotes a positive school climate that reflects a culture of excellence, teamwork, and collaboration among the staff, teachers, students, and families. -Ensures an orderly learning environment focused on the safety, security, and well-being of all students, staff, and visitors. -Leads leadership team which meets weekly to discuss and if warranted problem-solve academic, behavioral, and procedural topics. The continuous improvement cycle is utilized to ensure that data is analyzed, critical needs are identified, evidence-based materials and strategies are appropriate, resources are maximized, progress is monitored, and adjustments are made as warranted. -Leads Literacy Leadership Team that includes assistant principal, instructional facilitator, Reading Recovery teacher and grade-level representatives. Bay Haven's Literacy Leadership Team will meet regularly to analyze data, participate in ongoing professional dialogue and make instructional decisions based on the school's needs. The Literacy Leadership Team will also identify resources and professional development needs to support literacy goals. -Meets with and leads team leaders in facilitating instructional excellence amongst their teams. Team leaders along with instructional facilitator collaboratively facilitate the Multi-Tiered System of Support with a focus on the framework of highly impactful Tier 1 instruction, as well as targeted Tier 2 and 3 interventions.
Kahler, Jennifer	Assistant Principal	Primary Duties/Responsibilities Include: -Works directly with principal to support and monitoring rigorous standards for teacher instruction and student achievement. -Provides and promotes a positive school climate that reflects a culture of excellence, teamwork, and collaboration among the staff, teachers,

Name	Position Title	Job Duties and Responsibilities
		students, and families. -Ensures an orderly learning environment focused on the safety, security, and wellbeing of all students, staff, and visitors. -Member of leadership team that meets to discuss and if warranted problem-solve academic, behavioral, and procedural topics. The continuous improvement cycle is utilized to ensure that data is analyzed, critical needs are identified, evidence-based materials and strategies are appropriate, resources are maximized, progress is monitored, and adjustments are made as warranted. -Serves as the LEA representative and leads ESE team in collaboration with ESE liaison to ensure highly effective individualized instruction for students with IEPs.
Blake, Tammy	School Counselor	-Provides whole class lessons, small group, and individual counseling to help students cope effectively with personal, social, academic, and family concerns. -Collaborates with mental health counselors and other supporting agencies to provide resources and services as warranted. -Collaboratively facilitates the Multi-Tiered System of Support with a focus on the framework of highly impactful Tier 1 instruction, as well as targeted Tier 2 and 3 interventions.
Nasby, Karly	Teacher, K-12	As team leader, the responsibilities include: serving as an instructional leader, providing input on school wide decisions, communicating information between the grade level team and our leadership team, as well as facilitating weekly PLCs. During PLCs teams review student data and facilitate conversations on how the data drives effective instruction and identifies areas/students in need of growth.
Marchese, Jonna	Teacher, K-12	
Everett, Teidra	Teacher, K-12	As team leader, the responsibilities include: serving as an instructional leader, providing input on school wide decisions, communicating information between the grade level team and our leadership team, as well as facilitating weekly PLCs. During PLCs teams review student data and facilitate conversations on how the data drives effective instruction and identifies areas/students in need of growth.
Wedebrock, Mary	Teacher, K-12	As team leader, the responsibilities include: serving as an instructional leader, providing input on school wide decisions, communicating information between the grade level team and our leadership team, as well as facilitating weekly PLCs. During PLCs teams review student data and

Name	Position Title	Job Duties and Responsibilities
		facilitate conversations on how the data drives effective instruction and identifies areas/students in need of growth.
Sarazen, Bill	Teacher, K-12	As team leader, the responsibilities include: serving as an instructional leader, providing input on school wide decisions, communicating information between the grade level team and our leadership team, as well as facilitating weekly PLCs. During PLCs teams review student data and facilitate conversations on how the data drives effective instruction and identifies areas/students in need of growth.
Nickelson, Lorienne	Teacher, K-12	As team leader, the responsibilities include: serving as an instructional leader, providing input on school wide decisions, communicating information between the grade level team and our leadership team, as well as facilitating weekly PLCs. During PLCs teams review student data and facilitate conversations on how the data drives effective instruction and identifies areas/students in need of growth.
Fehr, Farnaz	Teacher, ESE	As team leader, the responsibilities include: serving as an instructional leader, providing input on school wide decisions, communicating information between the grade level team and our leadership team, as well as facilitating weekly PLCs. During PLCs teams review student data and facilitate conversations on how the data drives effective instruction and identifies areas/students in need of growth.
Stein, Alicia	Other	As team leader, the responsibilities include: serving as an instructional leader, providing input on school wide decisions, communicating information between the grade level team and our leadership team, as well as facilitating weekly PLCs. During PLCs teams review student data and facilitate conversations on how the data drives effective instruction and identifies areas/students in need of growth.
Spanellis, Meredith	Teacher, K-12	Primary responsibilities include working with students, train teachers, provide continuing professional development and support for teachers, monitor the progress of children, support the development of school teams, and disseminate information.
Houser, Megan	Instructional Coach	Works collaboratively with teachers focusing on the Multi-Tiered System of Support with a focus on the framework of highly impactful Tier 1 instruction, as well as targeted Tier 2 and 3 interventions.

Demographic Information

Principal start date
Monday 7/1/2013, Chad Erickson

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.*

3

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.*

3

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

579

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

3

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

4

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	98	106	97	98	92	88	0	0	0	0	0	0	0	579
Attendance below 90 percent	21	9	21	19	15	23	0	0	0	0	0	0	0	108
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	1	1	2	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	6	8	0	0	0	0	0	0	0	17
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	9	9	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	0	6	7	5	7	4	0	0	0	0	0	0	0	29

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	3	12	9	0	0	0	0	0	0	0	24

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	2	2	0	7	0	0	0	0	0	0	0	0	0	11
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

Thursday 10/6/2022

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	105	104	99	97	94	101	0	0	0	0	0	0	0	600
Attendance below 90 percent	0	9	13	13	6	12	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	2	1	1	0	0	0	0	0	0	0	4
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	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	4	2	9	0	0	0	0	0	0	0	15

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	1	0	0	1	6	0	0	0	0	0	0	0	8

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	0	2	0	4	0	0	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	105	104	99	97	94	101	0	0	0	0	0	0	0	600
Attendance below 90 percent	0	9	13	13	6	12	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	2	1	1	0	0	0	0	0	0	0	4
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	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	4	2	9	0	0	0	0	0	0	0	15

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	1	0	0	1	6	0	0	0	0	0	0	0	8

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	0	2	0	4	0	0	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%	66%	56%				75%	68%	57%
ELA Learning Gains	73%						57%	62%	58%
ELA Lowest 25th Percentile	56%						54%	53%	53%
Math Achievement	73%	52%	50%				75%	73%	63%
Math Learning Gains	74%						62%	67%	62%
Math Lowest 25th Percentile	64%						45%	53%	51%
Science Achievement	72%	67%	59%				67%	65%	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	85%	70%	15%	58%	27%
Cohort Comparison		0%				
04	2022					
	2019	71%	67%	4%	58%	13%
Cohort Comparison		-85%				
05	2022					
	2019	67%	68%	-1%	56%	11%
Cohort Comparison		-71%				

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	80%	73%	7%	62%	18%
Cohort Comparison		0%				
04	2022					
	2019	73%	72%	1%	64%	9%
Cohort Comparison		-80%				
05	2022					
	2019	73%	70%	3%	60%	13%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	67%	65%	2%	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	45	44	48	47	60	54	21				
ELL	75	67		79	85						
BLK	70	67	54	49	50	55	33				
HSP	71	70	57	70	76		81				
MUL	83	81		62	62		64				
WHT	83	75	57	84	82	72	81				
FRL	65	63	52	51	59	52	45				

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	38	30		36	30						
ELL	73			68							
BLK	52	29		38	14	10	36				
HSP	69			63							
MUL	61			66							
WHT	84	63	50	76	50	60	70				
FRL	55	42	36	41	37	21	37				

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	41	41	44	46	52	44	36				
ELL	77			77							
BLK	65	63	63	49	60	52	48				
HSP	74	70		79	69		62				
MUL	57			57							
WHT	80	53	52	84	64	38	76				
FRL	66	60	57	58	58	50	54				

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	70
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	490
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
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	77
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	54
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	71
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	70
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	
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	76
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	55
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?

Across grade levels, subgroups, and core content areas trends identified are as follows:

Significant gains were made in the area of learning gains in both ELA and Math for all students. In 2022, 73 percent of students demonstrated learning gains in ELA, whereas in 2021, 54 percent of students demonstrated learning gains, a 19 percentage point increase. In 2022, 74 percent of students demonstrated learning gains in Math, whereas in 2021, 45 percent of students demonstrated learning gains, a 29 percentage point increase.
Significant gains were also identified in the percentage of students making growth in the bottom quartile in Math. In 2021, 39 percent of students made learning gains, whereas in 2022, 64 percent of students made gains, a 25 percentage point increase. Science proficiency saw a strong increase as well with 72 percent of students demonstrating proficiency, a 13 percentage point increase.

Subgroups making great strides with learning gains include students with disabilities and black students for both ELA and Math. For students with disabilities subgroup, 44 percent of students made learning gains in ELA, a 14 percentage point increase from the prior year, and in Math, 60 percent of student made learning gains, a 30 percentage point increase. For the black subgroup, 75 percent of students made learning gains in ELA, a 23 percentage point increase from the prior year, and in Math, 49 percent of student made learning gains, an 11 percentage point increase.

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

Based off progress monitoring, as well as 2022 state assessments, areas demonstrate the greatest need for improvement include ELA (45% proficient) and Math (47% proficient) proficiency for students with disabilities as well science proficiency for students with disabilities (21% proficient) and black students

(33% proficient.)

Additionally, Attendance has been determined as an area in greatest need of improvement. In 2022, 19 percent of students had attendance below 90%.

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

Contributing factors for this need for improvement include COVID related absences both students and staff. Additionally, the need for additional staffing to support the needs of our students with disabilities was noted.

New actions include additional support for students with disabilities, this includes additional staffing and push-in support as well as support for individuals with severe needs. Also, additional, ongoing professional development for ESE instructional members focused on Literacy. The intensified use of Level Literacy Intervention System in conjunction with Benchmark intervention resources to lift the literacy achievement for students who are not achieving grade level expectations.

Additionally, the hiring of an instructional facilitator who will work directly with teachers to collaborate in planning high expertise teaching at the Tier 1 level. The facilitator will also focus on identifying learning gaps and supporting teachers in developing a progression of highly targeted interventions as part of the multi-tiered system of supports.

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

Significant gains were made in the area of learning gains in both ELA and Math for all students. In 2022, 73 percent of students demonstrated learning gains in ELA, whereas in 2021, 54 percent of students demonstrated learning gains, a 19 percentage point increase. In 2022, 74 percent of students demonstrated learning gains in Math, whereas in 2021, 45 percent of students demonstrated learning gains, a 29 percentage point increase.
Significant gains were also identified in the percentage of students making growth in the bottom quartile in Math. In 2021, 39 percent of students made learning gains, whereas in 2022, 64 percent of students made gains, a 25 percentage point increase. Science proficiency saw a strong increase as well with 72 percent of students demonstrating proficiency, a 13 percentage point increase.

Subgroups making great strides with learning gains include students with disabilities and black students for both ELA and Math. For students with disabilities subgroup, 44 percent of students made learning gains in ELA, a 14 percentage point increase from the prior year, and in Math, 60 percent of student made learning gains, a 30 percentage point increase. For the black subgroup, 75 percent of students made learning gains in ELA, a 23 percentage point increase from the prior year, and in Math, 49 percent of student made learning gains, an 11 percentage point increase.

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

There were numerous factors that attribute to the success of Bay Haven's students during the course of the 2021-2022. Factors that contributed the most include:
-The departmentalization of content areas in Grades 4 and 5. Teachers at these grade levels were about to have an intensified focus on their specific content area and was able to strengthen both Tier 1,2, and 3 instruction.
-Ongoing and frequent collaboration between grade level teachers and ESE teachers. Collaboratively, the general education and special education teachers bring their skills, training, and perspectives to best meet the needs of students. Resources were combined to strengthen teaching and learning

opportunities, methods, and effectiveness.
-Additional contractual services with an increased focus on providing intensive support services to Grade 4 and 5 students.
-Quarterly data chats with key stakeholders (Administration, Teachers, Support Teachers (ESE)) with a focus on ensuring all students needing interventions are receiving intervention and interventions are intensive and appropriate.

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

In order to accelerate learning several key strategies will be implemented including:
-Alignment of human resources to maximize intervention support.
-Substitutes to provide coverage to allow for teacher observations of highly effective teahcers.
-Coverage to allow for the support of District staff to provide content-specific training for teachers with an emphasis on new teachers.
-Hiring of an instructional facilitator to assist in identify students wand specific learning gaps as well as resources to target interventions.
-Hiring of two contracted service providers to provide academic interventions and SEL lessons.

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.

Professional development opportunities will include but are not limited to:
-Purposeful Professional Learning Communities to meet the needs of all learners.
-Decision Tree and Progress Monitoring Tools
-Digging into Progress Monitoring Data
-Understanding the BEST Math Standards/Mathematical Thinking and Reasoning Standards
-Dreambox - Starting Successfully to Maximize Math Learning
-Organizational Skills and Strategies to Support T1 Instruction and Students with Disabilities

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

Additional services include:
-Addition of ESE paraprofessional to provide supplemental services and push-in support to students with disabilities.
-Addition of ESE paraprofessional to provide support to student with specialized learning needs.
-Addition of two contracted services providers to provide academic and SEL support.
-Addition of instructional facilitator to assist in identifying students with learning gaps as well as resources to target interventions.
-Planning time/coverage in addition to PLCs for teachers and support staff to review data and create/adjust plans of action for areas of focus.

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

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#1. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	There is a need for additional human resources to support the Leadership Team to directly support instruction and provide ongoing feedback to teachers in regards to their instructional practices.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The result of this area of focus will result in the increase of proficiency for all students. -By the end of the 2022-2023 School year, a minimum of 80% of students will demonstrate proficiency on the FAST Language Arts Assessment. This is based on the 2021-2022 FSA data in which 78% of students demonstrated proficiency. -By the end of the 2022-2023 School year, a minimum of 77% of students will demonstrate proficiency on the FAST Math Assessment. This is based on the 2021-2022 FSA data in which 75% of students demonstrated proficiency.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will continuously be monitored by utilizing data found on the Progress Monitoring tools. Monitoring tools include but are not limited to FAST assessments, iReady, fluency, running/reading records, reading and writing interim assessments. The final desired outcome will be measured through the FAST Reading and Math Assessment results.
Person responsible for monitoring outcome:	Chad Erickson (chad.erickson@sarasotacountyschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The three evidence-based strategies for this Area of Focus are: Professional Development - Effect Size .62 - Ongoing learning opportunities available to teachers to invest in their teachers' growth, knowledge and skills. Collective Teacher Efficacy - 1.57: A group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment. Teacher Clarity - Effect Size .75: The process for narrowing and focusing activities, cutting away aspects of instruction that don't help learning by identifying the most critical parts of instruction: learning intentions, success criteria, and learning progressions.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used**	The above-mentioned evidence-based strategies were chosen as they are high effect strategies that are targeted and proven to meet the needs of learners (teachers.) As demonstrated by our data, there is a need to strengthen the delivery of

for selecting this strategy.	instruction both at the Tier 1 level as well as Tiers 2 and 3.

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.

An instructional coaches was hired. Instructional coaches will meet at a minimum of biweekly at PLCs to facilitate and collaborate in the areas of curriculum and instruction, instructional strategies, assessment, data analysis, and progress monitoring.

Person Responsible   Megan Houser (megan.houser@sarasotacountyschools.net)

The instructional coaches will collaborate frequently with administration in meetings that are intentionally organized, facilitated, and supported with a focus on strengthening instruction. The effectiveness of action steps will be reviewed and the action plan will be adjusted accordingly as a result of these meetings.

Person Responsible   Chad Erickson (chad.erickson@sarasotacountyschools.net)

Administration and instructional coach will maximize the expertise of District level curriculum support specialists to support the needs of the school. This includes but is not limited to curriculum, Progress Monitoring, instructional block planning, and available resources.

Person Responsible   Jennifer Kahler (jennifer.kahler@sarasotacountyschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based off progress monitoring, as well as 2022 state assessments, areas demonstrate the greatest need for improvement include ELA (45% proficient) and Math (47% proficient) proficiency for students with disabilities.

Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The result of this area of focus will result in the increase of proficiency as follows. -By the end of the 2022-2023 School year, a minimum of 49% of students with disabilities will demonstrate proficiency on the FAST Language Arts Assessment. This is based on the 2021-2022 FSA data in which 45% demonstrated proficiency. -By the end of the 2022-2023 School year, a minimum of 51% of students with disabilities will demonstrate proficiency on the FAST Math Assessment. This is based on the 2021-2022 FSA data in which 47% demonstrated proficiency. -By the end of the 2022-2023 School year, a minimum of 25% of students with disabilities will demonstrate proficiency on the FSA Science Assessment. This is based on the 2021-2022 FSA data in which 21% demonstrated proficiency.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will continuously be monitored by utilizing data found on the Progress Monitoring tools. Monitoring tools include but are not limited to FAST assessments, iReady, fluency, running/reading records, reading and writing interim assessments. The final desired outcome will be measured through the FAST Reading and Math Assessment results.
Person responsible for monitoring outcome:	Jennifer Kahler (jennifer.kahler@sarasotacountyschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The four evidence-based strategies that will be the focus of our plan of improvement are: Response to intervention (RTI) - Effect Size 1.07: Systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention, targeted, intensive instruction, and frequent progress measurement. Collective Teacher Efficacy - 1.57: A group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment. Teacher Clarity - Effect Size .75: The process for narrowing and focusing activities, cutting

away aspects of instruction that don't help learning by identifying the most critical parts of
instruction: learning intentions, success criteria, and learning progressions.

Professional Development - Effect Size .62 - Ongoing learning opportunities available to
teachers to invest in their teachers' growth, knowledge and skills.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The above-mentioned evidence-based strategies were chosen as they are high effect
strategies that are targeted and proven to meet the needs of learners (teachers.) As
demonstrated by our data, there is a need to strengthen the Tier 1 delivery of instruction for
students with disabilities, as well as ESE services.

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.

Maximize the expertise of District level curriculum and ESE support specialists to provide Professional Development on high yield strategies to meet the needs of all students with a specific focus on SWD. This includes organizational skills and strategies to support Tier 1 instruction and students with disabilities.

Person Responsible   Jennifer Kahler (jennifer.kahler@sarasotacountyschools.net)

In addition to grade level PLCs, the ESE team will meet at a minimum monthly to analyze data, participate in ongoing professional dialog and make instructional decisions based on student need. The ESE team will also identify resources and professional development needs to support student needs.

Person Responsible   Farnaz Fehr (farnaz.fehr@sarasotacountyschools.net)

In addition to ESE services provided by ESE instructional staff, the addition of 1 ESE paraprofessional (2 total) will be utilized to assist students with disabilities with executive functioning skills as well as academic support.

Person Responsible   Jennifer Kahler (jennifer.kahler@sarasotacountyschools.net)

Contracted services will provide additional academic and behavioral support. Support will include targeted supplemental instruction focused on IEP goals, BIP goals, and executive functioning skills.

Person Responsible   Jennifer Kahler (jennifer.kahler@sarasotacountyschools.net)

Mentors will be assigned to identified students. Mentors will meet on a weekly basis with assigned student. Mentors will serve as a person they can set goals, promote good habits, progress monitor, and celebrate successes.

Person Responsible   Lorienne Nickelson (lorienne.nickelson@sarasotacountyschools.net)

Instructional coach was hired. Instructional coach will meet at a minimum of weekly to collaborate and provide professional development in the areas of curriculum and instruction, instructional strategies, assessment, data analysis, and progress monitoring.

Person Responsible   Megan Houser (megan.houser@sarasotacountyschools.net)

#3. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based off progress monitoring, as well as 2022 state assessments, an area demonstrating the greatest need for improvement include Math (49% proficient) and Science (33% proficient) proficiency for Black/African American students.
	The result of this area of focus will result in the increase of proficiency as follows.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	-By the end of the 2022-2023 School year, a minimum of 53% of Black/African American students with disabilities will demonstrate proficiency on the FAST Math Assessment. This is based on the 2021-2022 FSA data in which 49% demonstrated proficiency. -By the end of the 2022-2023 School year, a minimum of 37% of students with disabilities will demonstrate proficiency on the FSA Science Assessment. This is based on the 2021-2022 FSA data in which 33% demonstrated proficiency.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will continuously be monitored by utilizing data found on the Progress Monitoring tools. Monitoring tools include but are not limited to Science Benchmark, PENDA, and classroom assessments. The final desired outcome will be measured through the FSA Science Assessment.
Person responsible for monitoring outcome:	Jennifer Kahler (jennifer.kahler@sarasotacountyschools.net)
	The four evidence-based strategies that will be the focus of our plan of improvement are: Response to intervention (RTI) - Effect Size 1.07: Systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention, targeted, intensive instruction, and frequent progress measurement.
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Collective Teacher Efficacy - 1.57: A group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment. Teacher Clarity - Effect Size .75: The process for narrowing and focusing activities, cutting away aspects of instruction that don't help learning by identifying the most critical parts of instruction: learning intentions, success criteria, and learning progressions. Professional Development - Effect Size .62 - Ongoing learning opportunities available to

teachers to invest in their teachers' growth, knowledge and skills.

Mentoring - Effect Size .14 - Work collaboratively toward the achievement of defined goals through a partnership with a staff member.

Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The above-mentioned evidence-based strategies were chosen as they are high effect strategies that are targeted and proven to meet the needs of learners. As demonstrated by our data, there is a need to strengthen the Tier 1 delivery of instruction for Black/African American students, as well as to strengthen the home-school connectivity.

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.

Mentors will be assigned to identified students. Mentors will meet on a weekly basis with assigned student. Mentors will serve as a person they can set goals, promote good habits, progress monitor, and celebrate successes.

Person Responsible	Lorienne Nickelson (lorienne.nickelson@sarasotacountyschools.net)

Contracted services will provide additional academic and behavioral support. Support will include targeted supplemental instruction focused on specific student need and executive functioning skills.

Person Responsible	Chad Erickson (chad.erickson@sarasotacountyschools.net)

Contracted services will provide additional student success skills instruction. Support will include whole class, small group, and individual instruction focused on Character Strong traits and/or specific student need. .

Person Responsible	Chad Erickson (chad.erickson@sarasotacountyschools.net)

Instructional coach was hired. Instructional coach will meet at a minimum of weekly to collaborate and provide professional development in the areas of curriculum and instruction, instructional strategies, assessment, data analysis, and progress monitoring.

Person Responsible	Megan Houser (megan.houser@sarasotacountyschools.net)

#4. Positive Culture and Environment specifically relating to Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2021-2022 school year was strongly impacted by COVID 19 which can be directly tied to the unprecedented number of students who attended school less than 90% of the days in which they were enrolled. During the 2021-2022, 108 students were classified as having a moderate or severe chronic attendance classification. This is a significant increase as in in the 2020-2021 school year, there were 53 students were classified as having a moderate or severe chronic attendance classification.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on the 2020-2021 data, our intended outcome is to reduce the number of students identified as having Moderate or Severe Chronic status by 50%, bringing the number of students to 54 or less.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Attendance data for those students identified as having a severe or moderate attendance status will be reviewed bi-weekly.
Person responsible for monitoring outcome:	Jennifer Kahler (jennifer.kahler@sarasotacountyschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The two evidence-based strategies that will be the focus of our plan of improvement are: Parental Involvement - Effect Size .5: Parental involvement is a combination of commitment and active participation with the school community. Teacher/Student Relationships - Effect Size .72: Teachers who establish a personal and caring relationship and foster positive social interactions within their classrooms meet their students' needs for relatedness (or social connection to school).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	The above-mentioned evidence-based strategies were chosen as they are high effect strategies that are targeted and proven to meet the needs of learners.

**used for selecting
this strategy.**

School-wide campaign promoting good attendance will be ongoing throughout the year. The campaign will encompass good attendance habits messaging and weekly segments on the Bay Haven News Network promoting good attendance habits.

Person Responsible	Tammy Blake (tammy.blake@sarasotacountyschools.net)

Monthly meetings with the school-based attendance task force consisting of Assistant Principal, Guidance Counselor, School Social Worker, applicable teachers, and other related support staff as warranted. Meetings will include a review of specific school data as well as school-wide data.

Person Responsible	Tammy Blake (tammy.blake@sarasotacountyschools.net)

SWST meetings will be held on a weekly basis. Students with attendance concern, their interventions, and progress monitoring data will be discussed as needed.Communications will be made with families whose students were designated as severe or moderately chronic.

Person Responsible	Tammy Blake (tammy.blake@sarasotacountyschools.net)

Guidance Counselor/Social Worker will connect with all families classified as severe chronic to offer support and suggestions for increasing attendance patterns.

Person Responsible	Tammy Blake (tammy.blake@sarasotacountyschools.net)

Administration will send out letters notifying parents of their attendance classification the year prior. Communications will include resources focused on good attendance habits as well as offer support to address the needs of our students.

Person Responsible	Jennifer Kahler (jennifer.kahler@sarasotacountyschools.net)

Students who were designated Severe Chronic will be assigned a mentor. Mentors will serve as a person they can check in with frequently, progress monitor attendance together and promote positive attendance habits.

Person Responsible	Lorienne Nickelson (lorienne.nickelson@sarasotacountyschools.net)

School-wide campaign promoting good attendance will be ongoing throughout the year. The campaign will encompass good attendance habits messaging and weekly segments on the Bay Haven News Network promoting good attendance habits.

Person Responsible	Tammy Blake (tammy.blake@sarasotacountyschools.net)

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Person Responsible   Jennifer Kahler (jennifer.kahler@sarasotacountyschools.net)

Students who were designated Severe Chronic will be assigned a mentor. Mentors will serve as a person they can check in with frequently, progress monitor attendance together and promote positive attendance habits.

Person Responsible	Lorienne Nickelson (lorienne.nickelson@sarasotacountyschools.net)

The Guidance Counselor or School Social Worker will conduct weekly check-ins with students who demonstrate deficiencies in the area of attendance.

Person Responsible	Tammy Blake (tammy.blake@sarasotacountyschools.net)

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.

Bay Haven School of Basics Plus provides Parent and Family Engagement materials and trainings designed to provide assistance to parents and families in understanding challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children at convenient, flexible times such as mornings and evenings as well as at-home/attendance zone visits to fulfill the school's mission and support the needs of students. Additionally, technology including social media and virtual meeting programs (Zoom, Teams, etc.) promote participation and awareness through live and recorded sessions to accommodate varying schedules.

In addition, the district and school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement. Parent and families are regularly invited to attend Parent/Teacher Organization, School Advisory Council meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education

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

Staff: These stakeholders are responsible for modeling characteristics for students, maintaining relationships with families and alerting administration when needs are noticed.
Students: These stakeholders are responsible for following behavior expectations and communicating needs from their unique perspective through daily interactions and formal platforms such as Student Council and SAC.

Parents/Families: These stakeholders are responsible for supporting the goals of the school through action and at home conversation, relaying concerns that need addressing to school staff and providing needed resources for students both at home and at school.

Community partners: These stakeholders are responsible for listening to the needs of the school,

supporting when possible and communicating opportunities for partnership within and beyond the school walls.