

Sarasota County Schools

Bay Haven School Of Basics Plus School



2023-24

Schoolwide Improvement Plan (SIP)

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Bay Haven School Of Basics Plus

2901 W TAMIAMI CIR, Sarasota, FL 34234

www.sarasotacountyschools.net/bayhaven

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Erickson, Chad	Principal	<p>Primary Duties/Responsibilities Include:</p> <p>Instructional Leader</p> <ul style="list-style-type: none"> -Ensure all decision-making centers around student learning. -Develop, articulate, and use a shared vision of instructional excellence to guide and define decisions. -Establish meaningful goals to drive towards continuous school improvement. -Ensure that benchmarks, curriculum, and instruction align to 21st Century outcomes, high school achievement, and sound personal growth. -Use instructional data to drive instruction, program interventions, and teacher support. -Analyze student achievement data, interpret whether students are on track, and assess the health of school programs. Uses results to initiate and manage data-driven change. <p>Talent Manager</p> <ul style="list-style-type: none"> -Accurately evaluate teacher performance against ambitious performance standards; communicate feedback that yields change in teacher performance. -Create and monitor the effectiveness of systems for teacher improvement at the school level. -Hire and retain high percentages of effective teachers and make timely and tough decisions about exiting poor performers. -Hire and build leadership teams based on leadership and strengths and needs. <p>Cultivate balanced autonomy with staff.</p> <p>Culture and Community Builder</p> <ul style="list-style-type: none"> -Create and sustain a culture that promotes high instructional and professional expectations for all students. -Effectively run a school building with a positive, inspiring culture. -Promote a safe and orderly learning environment that embraces collaboration, cooperation, and empowers all learning community members. -Enforce consistent student behavior expectations and provide positive behavior supports to build and maintain a positive learning environment. -Build healthy, beneficial, and respectful relationships across the school community, including families and community members to impact the school goals positively. -Communicate a commitment to the dignity and contributions of all cultures. -Model ongoing self-reflection, learning, and development. <p>Operations Expert</p> <ul style="list-style-type: none"> -Exhibit management skills to effectively lead a building, such as effective communication, engaging in difficult conversations, time management, and meeting facilitation. -Understand how managing operations aligns with school goals and missions; effectively manages time, projects, financial and human resources; technology resources.

Name	Position Title	Job Duties and Responsibilities
Kahler, Jennifer	Assistant Principal	<ul style="list-style-type: none"> -Manages school operations effectively and efficiently. -Oversees non-instructional core functions.
		<p>Primary duties/responsibilities include supporting Principal in serving as the:</p> <p>Instructional Leader</p> <ul style="list-style-type: none"> -Ensure all decision-making centers around student learning. -Develop, articulate, and use a shared vision of instructional excellence to guide and define decisions. -Establish meaningful goals to drive towards continuous school improvement. -Ensure that benchmarks, curriculum, and instruction align to 21st Century outcomes, high school achievement, and sound personal growth. -Use instructional data to drive instruction, program interventions, and teacher support. -Analyze student achievement data, interpret whether students are on track, and assess the health of school programs. Uses results to initiate and manage data-driven change.
		<p>Talent Manager</p> <ul style="list-style-type: none"> -Accurately evaluate teacher performance against ambitious performance standards; communicate feedback that yields change in teacher performance. -Create and monitor the effectiveness of systems for teacher improvement at the school level. -Hire and retain high percentages of effective teachers and make timely and tough decisions about exiting poor performers. -Hire and build leadership teams based on leadership and strengths and needs. Cultivate balanced autonomy with staff.
		<p>Culture and Community Builder</p> <ul style="list-style-type: none"> -Create and sustain a culture that promotes high instructional and professional expectations for all students. -Effectively run a school building with a positive, inspiring culture. -Promote a safe and orderly learning environment that embraces collaboration, cooperation, and empowers all learning community members. -Enforce consistent student behavior expectations and provide positive behavior supports to build and maintain a positive learning environment. -Build healthy, beneficial, and respectful relationships across the school community, including families and community members to impact the school goals positively. -Communicate a commitment to the dignity and contributions of all cultures. -Model ongoing self-reflection, learning, and development.
		<p>Operations Expert</p> <ul style="list-style-type: none"> -Exhibit management skills to effectively lead a building, such as effective communication, engaging in difficult conversations, time management, and

Name	Position Title	Job Duties and Responsibilities
		<p>meeting facilitation.</p> <ul style="list-style-type: none"> -Understand how managing operations aligns with school goals and missions; effectively manages time, projects, financial and human resources; technology resources. -Manages school operations effectively and efficiently. -Oversees non-instructional core functions.
Spanellis, Meredith	Other	<p>Primary responsibilities include: working with students (Reading Recovery); train and coach teachers in utilizing best practices in literacy instruction; provide professional development and support for teachers in targeted areas; facilitate discussions and analyze student need based on progress monitoring data.</p>
Houser, Megan	Other	<p>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 Tier 2 and Tier 3 interventions. Responsibilities will also include working with students; train and coach teachers in utilizing best practices in literacy instruction; provide professional development and support for teachers in targeted areas; facilitate discussions and analyze student need based on progress monitoring data.</p>
Everett, Teidra	Teacher, K-12	<p>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.</p>
Wedebrock, Mary	Teacher, K-12	<p>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.</p>
Sarazen, Bill	Teacher, K-12	<p>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.</p>
Headley, Jessica	Teacher, K-12	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		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.
O'Brienswope, Emily	Other	Works collaboratively with teachers as applicable as the 504 Coordinator. Responsibilities will also include working with students; train and coach teachers in utilizing best practices in literacy instruction; provide professional development and support for teachers in targeted areas; facilitate discussions and analyze student need based on progress monitoring data.
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.
Boyd, Erin	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.
Hinds, Laurel	Other	<p>-Maintains a working knowledge and ensures all ESE meeting procedures are in compliance with federal, state, and local rules and regulations regarding Individuals with Disabilities Education Act (IDEA) and Exceptional Student Education (ESE) district level programming</p> <p>-Acts as the district designee as the Local Education Agent (LEA) in facilitating a compliant and accurate Individual Education Plan (IEP)/Educational Plan (EP.)</p> <p>-Facilitates the eligibility/placement and re-evaluation process ensuring compliance with timelines.</p> <p>-Coordinates with general education teachers' and ESE teachers' planning notes to develop a draft IEP prior to facilitating the IEP in develop a final IEP</p> <p>-Schedules and facilitates articulation meetings in the spring for ESE students moving to middle school.</p> <p>-Reviews documentation for ESE students transferring from other districts/ states to ensure comparable services are provided in compliance.</p>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -Collaborates with the Compliance to monitor periodic internal program reviews, pre-audit procedures, (FLDOE) annual self-assessment processes, periodic FTE audits, and any other scheduled or spontaneous audits/ program reviews -Participate in training that will ensure current information and implementation of assigned position responsibilities -Serves as the information liaison between parents, school administration, teachers and students facilitating positive, timely and accurate communications.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

In developing this plan the school administrative and instructional support staff gathered and desegregated school wide data. The team further determined the root causes and prioritized needs for the next school year. This data was integrated into a professional learning plan in which teachers, staff, and paraprofessionals will ongoing participate in to address the identified areas of growth. This leadership team will review and discuss current data, goals from the School Improvement Plan and reflected on this information with all stakeholders.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting academic standards, particularly for those students with the greatest achievement gap, by engaging in an on-going data disaggregation process with stakeholders and correlating the achievements or lack of to the action steps outlined on the SIP. This will be done through grade level meetings, data chats, and faculty meetings.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	52%

2022-23 Economically Disadvantaged (FRL) Rate	54%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	11	8	8	15	14	0	0	0	56	
One or more suspensions	0	2	0	1	5	1	0	0	0	9	
Course failure in English Language Arts (ELA)	0	0	0	0	1	1	0	0	0	2	
Course failure in Math	0	0	1	0	1	0	0	0	0	2	
Level 1 on statewide ELA assessment	0	0	0	0	10	11	0	0	0	21	
Level 1 on statewide Math assessment	0	0	0	0	9	23	0	0	0	32	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	16	5	10	11	0	0	0	52	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	5	11	0	0	0	16

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	21	9	21	19	15	23	0	0	0	108
One or more suspensions	0	0	0	1	1	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	1	1	2	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	3	6	8	0	0	0	17
Level 1 on statewide Math assessment	0	0	0	1	9	9	0	0	0	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	7	5	7	4	0	0	0	29

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	3	12	9	0	0	0	24

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	21	9	21	19	15	23	0	0	0	108	
One or more suspensions	0	0	0	1	1	0	0	0	0	2	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	1	1	2	0	0	0	4	
Level 1 on statewide ELA assessment	0	0	0	3	6	8	0	0	0	17	
Level 1 on statewide Math assessment	0	0	0	1	9	9	0	0	0	19	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	7	5	7	4	0	0	0	29	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	3	12	9	0	0	0	24

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	68	65	53	78	66	56	74		
ELA Learning Gains				73			54		
ELA Lowest 25th Percentile				56			48		
Math Achievement*	61	68	59	73	52	50	66		
Math Learning Gains				74			45		
Math Lowest 25th Percentile				64			39		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	70	69	54	72	67	59	59		
Social Studies Achievement*					65	64			
Middle School Acceleration					51	52			
Graduation Rate					60	50			
College and Career Acceleration						80			
ELP Progress		68	59						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	269
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	490
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	1	1
ELL				
AMI				
ASN				
BLK	44			
HSP	60			
MUL	67			
PAC				
WHT	79			
FRL	53			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL	77			
AMI				
ASN				
BLK	54			
HSP	71			
MUL	70			
PAC				
WHT	76			
FRL	55			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	68			61			70					
SWD	21			21							3	
ELL												
AMI												
ASN												
BLK	47			37			36				4	
HSP	58			52			65				4	
MUL	65			70			67				3	
PAC												
WHT	81			73			81				4	
FRL	51			43			55				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	78	73	56	73	74	64	72					
SWD	45	44	48	47	60	54	21					
ELL	75	67		79	85							
AMI												
ASN												
BLK	70	67	54	49	50	55	33					
HSP	71	70	57	70	76		81					
MUL	83	81		62	62		64					
PAC												
WHT	83	75	57	84	82	72	81					
FRL	65	63	52	51	59	52	45					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	74	54	48	66	45	39	59					
SWD	38	30		36	30							
ELL	73			68								

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	52	29		38	14	10	36					
HSP	69			63								
MUL	61			66								
PAC												
WHT	84	63	50	76	50	60	70					
FRL	55	42	36	41	37	21	37					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	81%	67%	14%	54%	27%
04	2023 - Spring	62%	67%	-5%	58%	4%
03	2023 - Spring	67%	61%	6%	50%	17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	68%	70%	-2%	59%	9%
04	2023 - Spring	53%	70%	-17%	61%	-8%
05	2023 - Spring	74%	66%	8%	55%	19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	70%	67%	3%	51%	19%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Bay Haven's student performance remained strong based on 2023 assessment results. Bay Haven met or exceeded both the State and District proficiency levels in all third and fifth grade components. In grade 4 Bay Haven surpassed the State average in English Language Arts, however were below the District average. In grade 4 Math we were below both the State and District average. In Science, Bay Haven decreased by 1 percentage point, however in the year prior we had a 13 percentage point increase.

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

After analyzing our data it was determined that the greatest decline was found in our Grade 4 scores both in ELA and Math, as well as our students with disabilities. Contributing factors were identified as high levels of absentee both with students and staff, instructional practices, and the ESE services models. Our ESE model was one of pulling students out of class to provide individualized design instruction.

current model in place. Teachers were pulling students out of class to provide specially designed instruction. Time was lost with transitioning the student from their general education class to their ESE provider's classroom.

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.

The greatest gap compared to the State average was grade 4 math. Contributing factors were identified as high levels of absentee both with students and staff, instructional practices, and the ESE services models. Our ESE model was one of pulling students out of class to provide individualized design instruction.

current model in place. Teachers were pulling students out of class to provide specially designed instruction. Time was lost with transitioning the student from their general education class to their ESE provider's classroom.

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

The greatest improvement was shown in grade 5 ELA. 81% of the students in grade 5 demonstrated proficiency, this was 14 percentage points higher than the District proficiency rate and 27 percentage points higher than the State proficiency rate. New actions including hiring of new staff members, departmentalizing, and high levels of data analysis and collaboration.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

After taking a deep analysis of Early Warning Sign data, two areas of concern are Reading and Attendance. 56 students were noted as being absent 10% or more of possible days of attendance. Bay Haven had 21 students scoring a level 1 in reading with 52 students displaying significant reading deficiencies.

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

- Decreasing the number of students missing 10% or more of days that school is in session.
- Decreasing the number of students with significant reading deficiencies.
- Increasing levels of reading proficiency for students in Grades K-5.
- Increasing levels of reading proficiency for students with disabilities in grades K-5.
- Increasing leadership capacity, as well as coaching support for teachers specific to the areas of reading and interventions.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

During the 2021-2022, 108 students were classified as having a moderate or severe chronic attendance classification. 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. Bay Haven made significant gains in this area reducing this number almost in half, with 56 students, however the number still remains high as this is just under ten percent of our student population.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on the 2022-2023 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 28 or less.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Attendance data for students identified as having a severe or moderate attendance status will be reviewed on a weekly basis with the Assistant Principal, School Counselor, and Truancy Worker.

Person responsible for monitoring outcome:

Jennifer Kahler (jennifer.kahler@sarasotacountyschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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

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

By When: Weekly

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

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

By When: Weekly

School counselor 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)

By When: Quarterly

Attendance team 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 attendance deficiencies.

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

By When: September 15th.

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: Jennifer Kahler (jennifer.kahler@sarasotacountyschools.net)

By When: Weekly on Wednesdays

Students who were designated as severe chronic will be assigned a mentor. Mentors will serve as a person they can check in with frequently, progress monitor attendance together and discuss the benefits of good attendance habits.

Person Responsible: Lorientie Nickelson (lorientie.nickelson@sarasotacountyschools.net)

By When: By September 15th

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Through analyzation of 2023-2023 data, a crucial need was identified that an increase in differentiated at the Tier 1 level during the ELA Instructional Block was needed. There is also 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 2023-2024 School year, there will be a 4% increase in the number of students demonstrating proficiency on the FAST ELA and Math Assessments in all grade levels.

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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 delivery of instruction both at the Tier 1 level as well as Tiers 2 and 3.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 additional literacy/instructional coach was hired. This allowed for instructional coaches to have a focus on a primary grades or intermediate grades. These coaches will meet weekly with the grade level teams they support at PLCs to facilitate and collaborate in the areas of curriculum and instruction, instructional strategies, assessment, data analysis, and progress monitoring.

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

By When: By August 10, 2023

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: Jennifer Kahler (jennifer.kahler@sarasotacountyschools.net)

By When: Weekly through May 24, 2014

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based off progress monitoring, as well as 2023 state assessments, areas demonstrate the greatest need for improvement include ELA instruction for all students, including the SWD subgroup.

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 2023-2024 School year, a minimum of 71% of students in Grade 3 will demonstrate proficiency on the FAST Language Arts Assessment.

-By the end of the 2023-2024 School year, a minimum of 66% of students in Grade 4 will demonstrate proficiency on the FAST Language Arts Assessment.

-By the end of the 2023-2024 School year, a minimum of 85% of students in Grade 5 will demonstrate proficiency on the FAST Language Arts Assessment.

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 results.

Person responsible for monitoring outcome:

Chad Erickson (chad.erickson@sarasotacountyschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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 all students, including students with disabilities.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Increased focus on differentiated instruction during ELA instructional block to meet the needs of all learners. Training for all instructional staff including ESE staff and paraprofessionals on Guided Reading.

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

By When: August 3, 2023

Dedication of 7 PLCs to support further and specified growth in the area of Guided Reading. Topics to include but not limited to: formation of guided reading groups based on data, literacy centers, progress monitoring, and other needs based on walkthrough and observation data.

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

By When: Ongoing through May 1, 2024

The establishment of differentiated grade level support focused on the best practices of reading instruction. Three staff members have been designated two grades each to serve as instructional coaches. The instructional coaches visit classrooms daily to observe and identify patterns and areas of growth. They meet with teams on a weekly basis as well as individual teachers.

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

By When: On going through May 24, 2024

Weekly Literacy Leadership Team Meetings - Administration as well as members of the Literacy Leadership Team, which includes instructional facilitators as well as our ESE Liaison. Using the Continuous Improvement Model, the team analyzes data, identify areas in need of growth, plan how to address those areas of growth, execute plans accordingly, and progress monitor.

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

By When: Ongoing through May 24, 2024

Contracted services will provide additional academic support. Support will include supplemental instruction to those students with significant reading deficiencies.

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

By When: Ongoing through May 24, 2024

#4. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Guiding Professional Learning Coalition - This coalition encompasses teachers leaders growing their knowledge to support the implementation of PLCs. A change of focus from information sharing to analyzing, planning, instructing, and progress monitoring during teacher planning time is critical for student growth. expertise exchange, and professional dialogue.

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 2023-2024 School year, a minimum of 71% of students in Grade 3 will demonstrate proficiency on the FAST Language Arts Assessment.

-By the end of the 2023-2024 School year, a minimum of 66% of students in Grade 4 will demonstrate proficiency on the FAST Language Arts Assessment.

-By the end of the 2023-2024 School year, a minimum of 85% of students in Grade 5 will demonstrate proficiency on the FAST Language Arts Assessment.

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 and reading and writing interim assessments.

Person responsible for monitoring outcome:

Chad Erickson (chad.erickson@sarasotacountyschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 students learning by identifying the most critical parts on instruction: learning intentions, success criteria, and learning progressions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.)

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Summer collaboration with teachers in several North county schools. to allow for planning time to identify the essential standards.

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

By When: June 8th

Ongoing monthly meetings with PLC coalition to continue growth of knowledge and monitor implementation school wide.

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

By When: Ongoing through May 24th.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reading Achievement Initiative for Scholastic Excellence (RAISE)**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

NA

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

NA

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 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 Measurable Outcomes

NA

Grades 3-5 Measurable Outcomes

NA

Monitoring**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 impact student achievement outcomes.

NA

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

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. §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?

NA

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

NA

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**

NA

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

NA

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

NA

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

NA

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

NA

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

NA

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

NA

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No