

Agenda Item Number

702(b)

**Taylor County District School Board
Office of the Superintendent
Agenda Item for School Board Approval**

OCT 07 2025

By Taylor County
School Board

Date Submitted 09/24/2025 Board Meeting Date 10/07/2025

Date agenda item is due in the Superintendent's Office 09/26/2025

Person submitting the item: Jill Rudd

Name of document placed on agenda: Steinhatchee School Improvement Plan

Summary description regarding this action item:

Please review and approve Steinhatchee's School

Improvement plan for the 2025-2026 school year.

Signatures Required

Yes ☐ No ☒

Reviewed by:

Director of Finance _____

The action described above is provided for and is consistent with relevant contract and grant provisions and the Board approved budget as amended.

Director of Personnel _____

The action described above is provided for and is consistent with the Board approved staffing plan and collective bargaining agreements.

Director of Instruction _____

The action described above is provided for and is consistent with relevant Federal programs and the Board approved School Improvement, Instructional and Curriculum Plans.

Superintendent _____

TCSB # 0607-3

Taylor County School District

STEINHATCHEE SCHOOL

APPROVED

OCT 07 2025

By Taylor County
School Board



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Steinhatchee School our staff, parents, and community are committed to providing a quality education for all students to become lifelong learners and responsible, productive citizens.

Provide the school's vision statement

Steinhatchee School envisions every child to be a lifelong learner who is a responsible, productive, and caring citizen.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

James Bray

james.bray@taylor.k12.fl.us

Position Title

Steinhatchee School Principal

Job Duties and Responsibilities

Instructional leadership and guidance to support learning gains and achievement for all students.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The School Improvement Plan is developed in partnership with the School Advisory Council.

Required stakeholders are listed below:

School - James Bray, Laura Harrington, Pamela Revels, Lori Land, Marsha Marchant

Parent - Kerri Bowen, Leslie Hinote

Business - Danielle Norwood, Cherri Campbell

Community - Gina Smith, Echo Roberts

Demographic data is reviewed and attention is given to early warning systems as part of the needs assessment. The data analysis/reflection questions are used to guide the discussion that leads to the area of focus being determined within the plan for improvement. Action steps and progress benchmarks are developed and monitored by the team.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be monitored monthly during the Principal's report to the School Advisory Council. As data dictates, the SIP will be edited through the reflection process and consistently updated to illustrate the modifications necessary to promote the successful achievement of the articulated goals.

C. Demographic Data

2025-26 STATUS
(PER MSID FILE)

ACTIVE

SCHOOL TYPE AND GRADES SERVED
(PER MSID FILE)

ELEMENTARY
PK-5

PRIMARY SERVICE TYPE
(PER MSID FILE)

K-12 GENERAL EDUCATION

2024-25 TITLE I SCHOOL STATUS

YES

2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE

100.0%

CHARTER SCHOOL

NO

RAISE SCHOOL

YES

2024-25 ESSA IDENTIFICATION
*UPDATED AS OF 1

N/A

**ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT
(UNISIG)**

2024-25 ESSA SUBGROUPS REPRESENTED
(SUBGROUPS WITH 10 OR MORE STUDENTS)
(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE
IDENTIFIED WITH AN ASTERISK)

WHITE STUDENTS (WHT)
ECONOMICALLY DISADVANTAGED
STUDENTS (FRL)

SCHOOL GRADES HISTORY
*2022-23 SCHOOL GRADES WILL SERVE AS AN
INFORMATIONAL BASELINE.

2024-25: A
2023-24: A
2022-23: A
2021-22: A
2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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		
School Enrollment	15	12	12	19	17	17					92
Absent 10% or more school days	0	3	5	4	4	1					17
One or more suspensions	0	0	0	3	1	0					4
Course failure in English Language Arts (ELA)	0	0	0	0	0	0					0
Course failure in Math	0	0	0	0	0	0					0
Level 1 on statewide ELA assessment	0	0	4	3	0	0					7
Level 1 on statewide Math assessment	0	0	1	2	0	0					3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	1	1	0	0					2
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	2	1	0					3

Current Year 2025-26

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	2	2	0	0				4

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	1	0	0				1
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) As Last 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 school days	3	3	9	5	10	1				31
One or more suspensions			1	3						4
Course failure in English Language Arts (ELA)			1							1
Course failure in Math			1							1
Level 1 on statewide ELA assessment	2	2	3			1				8
Level 1 on statewide Math assessment	1		2							3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	5	8							17
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				1						1

Prior Year (2024-25) As Last Reported (pre-populated)

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	2	2	1							5

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	1				1				4
Students retained two or more times			1		1	1				3

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	85	48	59	70	40	57	67	44	53
Grade 3 ELA Achievement	74	56	59	65	39	58	67	47	53
ELA Learning Gains	86	50	60	84	47	60			
ELA Lowest 25th Percentile		46	56		56	57			
Math Achievement*	78	55	64	84	47	62	83	58	59
Math Learning Gains	100	48	63	84	45	62			
Math Lowest 25th Percentile		35	51		43	52			
Science Achievement		50	58	86	41	57	69	52	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)			63			61			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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)**2024-25 ESSA FPPI**

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	85%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	423
Total Components for the FPPI	5
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
85%	79%	72%	86%	86%		92%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
White Students	85%	No		
Economically Disadvantaged Students	84%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	85%	74%	86%		78%	100%							
White Students	85%	74%	86%		78%	100%							
Economically Disadvantaged Students	85%	75%	82%		76%	100%							

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	70%	65%	84%		84%	84%		86%		
White Students	74%	69%	88%		83%	83%		86%		
Economically Disadvantaged Students	63%	57%	79%		83%	79%		82%		
	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS							

	2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS									
	ELA ACH.	GRADE 3 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	67%	67%			83%			69%		
White Students	69%	71%			84%			69%		
Economically Disadvantaged Students	66%	64%			77%			64%		

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	70%	54%	16%	57%	13%
ELA	4	86%	40%	46%	56%	30%
ELA	5	90%	45%	45%	56%	34%
Math	3	55%	62%	-7%	63%	-8%
Math	4	100%	50%	50%	62%	38%
Math	5	90%	45%	45%	57%	33%
Science	5	90%	49%	41%	55%	35%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Economically Disadvantaged Students in the ELA Achievement data component showed the most improvement year over year. Rising from 66% in 2023-2024 to 85% in 2024-2025. New actions taken in that area included adding additional support for Third Grade Tier 1 ELA instruction, and expanding Tier 3 groups to serve more students.

Lowest Performance

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

The lowest performing school grade data component was Third Grade ELA Achievement at 74%. Since it was still 15 percentage points higher than the state average of 59%, and increased from 65% the prior year, it's not a high area of concern.

Greatest Decline

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

The greatest decline from a school grade data component was Math Achievement for Economically Disadvantaged Students. The percentage of students scoring 3 or higher dropped from 83% in 2023-2024 to 76% in 2024-2025. The numbers were skewed by Third Grade scoring at 55% which was 8 percentage points below state average. This can most likely be attributed to their teacher being out for nine weeks due to losing the use of her home to Hurricane Helene and other health related concerns. The PM1 Math data from the cohort as Fourth Graders is trending in the right direction with their average scale score slightly higher than the state as a whole. In addition, Steinhatchee School's 4th grade math program has consistently improved the percentage of students scoring 3 or higher as evidenced by 100% of last year's 4th graders scoring at or above grade level on PM3 compared to 67% the year before.

Greatest Gap

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.

Each of the five data components that factor into our school had a higher percentage when compared to the state average. The greatest gap was Math Learning Gains with 100% of students making a gain compared to the state average of 63%, for a 37 percentage point difference. The factors that contribute to this are a veteran teacher with a highly effective state VAM, smaller class sizes, and continued use of resources that have a strong track record of producing student success.

EWS Areas of Concern

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

Steinhatchee School's potential areas of concern are First and Second grade reading. For the incoming cohort of Second Graders, only 36% made a learning gain last year and 45% of students scored on grade level based on PM3 STAR from the end of First Grade. This led to Steinhatchee being identified as a RAISE school. Additionally, the average PM1 Reading scale score for the group to start this school year, was 10 points below state average. This year's First Grade group is also a concern because of the low percentage of learning gains in First Grade reading last year, and the need to make sure students enter Second Grade prepared to be successful readers. Another area of concern continues to be attendance. Steinhatchee School's daily attendance rate declined in 24-25 when compared to prior years.

Highest Priorities

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

1. Second Grade Reading
2. First Grade Reading
3. Attendance

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Steinhatchee School's area of focus is First and Second Grade ELA. the rationale to focus on this is that only 36% of the incoming cohort of Second Graders made a learning gain in ELA last year and only 45% of those students scored on grade level in ELA based on PM3 STAR from the end of First Grade. This led to Steinhatchee being identified as a RAISE school. Additionally, the average PM1 Reading scale score for the group to start this school year, was 10 points below state average. This year's First Grade group is also a concern because of the low percentage of learning gains in First Grade reading last year, and the need to make sure students enter Second Grade prepared to be successful readers.

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

For ELA Instructional Practice, Grades K-2 are piloting a program from the University of Florida Literacy Institute (UFLI) called UFLI Foundations. This will be used as Tier 1 for all K-2 students as well as a Tier 2 intervention in small groups. The program is designed as an explicit, systematic, and research-based phonics program for K-2 foundational reading skills, designed for both core instruction and intervention for struggling readers. Wonders will be used as the state adopted ELA curriculum while supplementing with Ready - Magnetic Reading. The I-Ready learning path will provide an individualized program for every student and Horizons Discovery will be the primary Tier 3 intervention.

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

Grades 3-5 ELA will continue to follow the instructional practices that resulted in 85% scoring 3 or higher on FAST PM3 and 86% making a learning gain as measured using school grade components. The practice includes using Wonders as the state adopted ELA curriculum while supplementing with Ready - Magnetic Reading. The I-Ready Teacher Toolbox will be used for Tier 2 interventions while Horizons Discovery/Elevate will be the primary Tier 3 intervention.

Grades K-2: Measurable Outcome(s)

90% of full year K-2 students will make a year's learning gain based on FAST PM3 ELA data.

Grades 3-5: Measurable Outcome(s)

90% of full year 3-5 students will make a year's learning gain based on FAST PM3 ELA data.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Students will be monitored through three FAST progress monitoring assessments, two I-Ready reading diagnostics, and STAR during months that are not already monitored. Students will also be given Reading standards mastery checks on an ongoing basis as well as formative assessments through Wonders and Ready curriculum. K-2 students will be administered DIBELS during the beginning, middle and end of year, as part of the UFLI pilot program.

Person responsible for monitoring outcome

James Bray

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

UFLI Foundations is an explicit and systematic program created by the team at the University of Florida Literacy Institute. The program introduces students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

Rationale:

UFLI is designed to develop both teachers and students. The program creates greater capacity and confidence in teachers through professional learning as they build their students' foundational understanding of decoding (the D in the simple view of reading equation $D \times LC = RC$). The program material affords students the tools they need to develop a strong decoding foundation that will allow them to transition from learning to read to reading to learn.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monitor Professional Learning With the UFLI Progress Tracker.

Person Monitoring:

James Bray

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

James Bray will review the progress tracker and provide feedback and assistance to teachers/staff in ensure that UFLI related professional learning is completed within the timeframe articulated by the UFLI implementation team.

Action Step #2

Student Data Review

Person Monitoring:

James Bray

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

James Bray will track I-Ready/FAST/STAR/DIBELS results in order to aggregate the data and share it with the instructional team members during monthly student data meetings.

Action Step #3

UFLI Classroom Walkthroughs

Person Monitoring:

James Bray

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

James Bray will use the classroom walkthrough form produced by UFLI (Implementation Fidelity Checklist) to provide feedback to teachers related to UFLI implementation.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Another area of concern continues to be attendance. Steinhatchee School's daily attendance rate declined in 24-25 when compared to prior years. Last year the daily attendance rate when including excused absences in the average was 89%. The average daily attendance rate when excluding excused absences was 92%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Students in grades K-5 will have an average attendance rate, when including excused absences in the average, of 90% or greater and an average of 95% when excluding excused absences.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Daily, weekly, monthly, nine weeks, semester, and end of year attendance reports in Focus.

Person responsible for monitoring outcome

James Bray

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Positive Behavior Supports for Attendance.

Rationale:

Behaviors that are reinforced get repeated. By using strategies like sharing positive postcards for students that meet attendance rate goals, consistently demonstrating positive outcomes tied to attendance, and providing frequent feedback, student daily attendance rates will be strengthened.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

School Wide Daily Attendance Drawing

Person Monitoring:

James Bray

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Each morning the principal draws a name of a student who is present at school. The student is recognized during morning announcements and gets to select a prize from the principal's treasure box during their lunchtime.

Action Step #2

Attendance Data Tracking

Person Monitoring:

James Bray

By When/Frequency:

Daily/Weekly/Monthly/Quarterly/Semester/Yearly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Share Weekly, Monthly, Nine Weeks, Semester, and end of year, attendance rate reports for students by grade level, and for staff.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Steinhatchee School Webpage- <https://steinhatchee.fl.tcs.schoolinsites.com/>

Steinhatchee School Leadership Team - August 4, 2025

TCSD Peer Review - September 16, 2025

Steinhatchee School SAC Committee - September 10, 2025

TCSD School Board - TBA

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The District Family Engagement Plan will be made available on the Steinhatchee School Webpage - <https://steinhatchee.fl.tcs.schoolinsites.com/>. Steinhatchee School builds a positive culture through collaboration with all school community stakeholders. We provide frequent information updates through our school Face Book page and Focus app. Our School Leadership Team meets monthly with parents and invitations to the meetings go home in Wednesday folders. Parents provide input to the school leadership team to help find better ways to support students as well as teachers. Our community wide School Advisory Council (SAC) meets monthly to help drive decision making in the best interest of students.

Community based "Civic and Character Education" lines up local business sponsors for each class as

well as every school related staff member. Civic and Character Education also coordinates with the school to sponsor community events throughout the school year. Steinhatchee School also shares campus space with the Boys and Girls Club. Approximately half of our students attend in the afternoons and Steinhatchee teachers communicate with Boys and Girls Club teachers on how to best assist the specific needs of individual students.

In accordance with the district Parent Family Engagement Plan, Steinhatchee School hosts individual parent conferences multiple times per year. Parents meet during scheduled conference nights that are advertised with the principal sharing the information using flyers that are sent in Wednesday folders, the Steinhatchee School Face Book page, and Focus messenger. Depending upon preference, parents meet with teachers using an in-person or phone conference format. Teachers contact parents by phone or individual appointments to discuss student progress. The first conference will be held in mid September and focus on school compacts, a review of the first progress monitoring assessment results, and research based ways that parents can help at home as well as gathering information from the parent. Additional conferences will be held during late October as well as February and will focus on the latest progress monitoring assessments, meeting classroom expectations, the status of the student in relation to state academic standards, and ways that parents may assist at home. Teachers may also use these meetings as an opportunity to share student data sheets formatted by the data consulting group, K-12 Lift, that is contracted through the district.

The scheduled conferences are listed below:

Steinhatchee School Orientation - August 7, 2025

Steinhatchee School Title I Parent Meeting - September 18, 2025

Steinhatchee School Family Engagement Night - October 30, 2025

Steinhatchee School Family Engagement Night - February 19, 2026

Steinhatchee School Family Engagement Night (Transition Focus) - May 21, 2026

Other ways that Steinhatchee School informs parents is through report cards, newsletters, STAR parent letters, Cambium reports, i-Ready parent letters, and individual Reading and Math Deficiency letters that parents are asked to sign and return. Steinhatchee School doesn't currently have ELL students. In the past we've used technology to translate and interpret English/Spanish.

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Steinhatchee School plans to strengthen the academic program by piloting UFLI Foundations, an explicit and systematic program created by the team at the University of Florida Literacy Institute. The program introduces students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically

acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade. This should strengthen foundational skills so that students will arrive in 3rd grade and beyond with the tools needed for reading success. All of our teachers also received "Practice Profiles" training last June. This training emphasized appropriate instructional sequence as well as exemplar instructional approaches. Fifteen minutes of additional instructional time, that was started a couple of years ago, has also been maintained in the daily schedule. This affords more time for enrichment as well as acceleration. Third grade students in need of support will once again have access to tutoring through an extended day, using Titles funding. Upper grade students will have additional STEAM opportunities through a Title IV after school program and computer gaming club.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

This plan is developed in coordination with district Titles programs. Through district oversight, resources are integrated using Federal, State, and local services.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

A mental health counselor is available to our students one day per week. Wellness Wednesdays focus on resilience and building positive relationships with peers and teachers. Words of Wisdom are shared during homeroom time, sponsored by Civic and Character Education Now, and the group also offers mentorship opportunities. The online curriculum Navigate360 serves the purpose of helping build a positive school culture, prevent harm, and prepare for and respond to emergencies by providing tools and systems for social-emotional learning (SEL), and student success.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Steinhatchee School partners with guest speakers who share information with students about their career paths. A recent example would be construction related careers shared by the project manager for the road construction project in front of our school. A computer program called Xello is also used to allow students to explore different types of jobs.

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Steinhatchee School uses a tiered system of discipline that mirrors our tiered academic support system. Tier I expectations are taught to all students. Restorative practices are used in the classroom to resolve conflict and help find solutions to problems that arise. School based behavior intervention plans are used for students in need of additional Tier 2 supports, while district resources are called upon through Functional Behavior Assessments with accompanying Behavior Intervention Plans at the Tier 3 level. Our MTSS team works in coordination with the ESE department to ensure services

are provided in accordance with IDEA.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Steinhatchee School's professional learning prioritizes standards based instruction. All teachers will utilize their "Practice Profiles" professional learning to guide lesson design and delivery of the Benchmarks for Excellent Student Thinking (BEST). K-2 teachers are participating in a UFLI pilot to target foundational reading standards. Student data meetings are held monthly through MTSS, where data from academic assessments are used to guide planning and address specific student needs. In an effort to retain personnel, Civic and Character Education Now pairs up local business sponsors for each class as well as every school related staff member. Teachers also receive a little extra instructional support for students, like classroom supplies and instructional subscriptions, from their sponsor. These partners also provide meals, gifts on birthdays and holidays, and help our school employees feel valued by their community.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Steinhatchee School serves preschool through fifth grade students on our campus. As a result, preschool students are able to observe and interact with the next levels students/programs as they advance through the school year. This affords a smooth transition from Pre-K to VPK and then to Kindergarten. We also host a transition to the next grade level event each May, where students can meet their next teacher and familiarize themselves with the new classroom.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Not an ATSI, TSI or CSI school.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Not an ATSI, TSI or CSI school.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen
NOT to apply.

No

BUDGET
Plan Budget Total

ACTIVITY

**FUNCTION/
OBJECT**

**FUNDING
SOURCE**

FTE

AMOUNT
0.00

Agenda Item Number _____

**Taylor County District School Board
Office of the Superintendent
Agenda Item for School Board Approval**

Date Submitted 09/24/2025 Board Meeting Date 10/07/2025

Date agenda item is due in the Superintendent's Office 09/26/2025

Person submitting the item: Jill Rudd

Name of document placed on agenda: TCES School Improvement Plan

Summary description regarding this action item:

Please review and approve TCES School

Improvement plan for the 2025-2026 school year.

Signatures Required

Yes ☐ No ☒

Reviewed by:

Director of Finance _____

The action described above is provided for and is consistent with relevant contract and grant provisions and the Board approved budget as amended.

Director of Personnel _____

The action described above is provided for and is consistent with the Board approved staffing plan and collective bargaining agreements.

Director of Instruction _____

The action described above is provided for and is consistent with relevant Federal programs and the Board approved School Improvement, Instructional and Curriculum Plans.

Superintendent _____

TCSB # 0607-3

Taylor County School District

TAYLOR COUNTY ELEMENTARY SCHL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Taylor County Elementary School is committed to providing all students with a relationship centered learning environment which stimulates high student growth rates, promotes effective tiered instruction through differentiation, and closely monitored academic and social development.

Provide the school's vision statement

Taylor County Elementary School will promote a healthy learning community where all stakeholders support and encourage students, in a safe learning environment, to demonstrate and develop increased academic growth, knowledge, and achievement, while assuming responsibility for all academic and social endeavors.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Rachel Poppell

rachel.poppell@taylor.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The primary job goal of the Principal at Taylor County Elementary School is to lead all stakeholders within the TCES school community in the development and implementation of the school improvement plan to meet the needs of students and to carry out the mission and goals of the school

and the district. The Taylor County Elementary School Principal supervises instructional and non-instructional personnel while making sure these staff members are meeting the schoolwide goals established for student achievement, student discipline, and student attendance. The principal is responsible for instructional leadership and supervision for student achievement; personnel action services, including the the establishment and maintenance of individual professional development plans; school Operations/Delivery Systems, including the supervision of the operation and management of all activities and functions at the assigned school; Student Support Services; Personal/Professional Employee Qualities; promoting leadership in the school improvement process, implementation of the school improvement plan and the School Advisory Council, while establishing and promoting the mission and vision of the school and district; ensuring that student growth and achievement are continuous and appropriate schoolwide; communication with all stakeholders concerning all aspects of school operations and instructional updates; schoolwide discipline and supervision for student safety; personnel action services, including the the establishment and maintenance of individual professional development plans; and communication with all stakeholders concerning all aspects of school operations and schoolwide expectations.

Leadership Team Member #2

Employee's Name

Jennifer Amman

jennifer.ammann@taylor.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

The primary job goal of the Assistant Principal at Taylor County Elementary School is to lead all stakeholders within the TCES school community in the development and implementation of the school improvement plan to meet the needs of students and to carry out the mission and goals of the school and the district. The Taylor County Elementary School Assistant Principal supervises instructional and non-instructional personnel while making sure these staff members are meeting the schoolwide goals established for student achievement, student discipline, and student attendance. The assistant principal is responsible for instructional leadership and supervision for student achievement; personnel action services, including the the establishment and maintenance of individual professional development plans; school Operations/Delivery Systems, including the supervision of the operation and management of all activities and functions at the assigned school; Student Support Services; Personal/Professional Employee Qualities; promoting leadership in the school improvement process, implementation of the school improvement plan and the School Advisory Council, while establishing and promoting the mission and vision of the school and district; ensuring that student growth and achievement are continuous and appropriate schoolwide;

communication with all stakeholders concerning all aspects of school operations and instructional updates; schoolwide discipline and supervision for student safety; ensuring that student growth and achievement are continuous and appropriate schoolwide; and communication with all stakeholders concerning all aspects of school operations and instructional updates. The assistant principal is also serves as the school site assessment coordinator and the SBTMT Chair.

Leadership Team Member #3

Employee's Name

Brittany Poore

brittany.poore@taylor.k12.fl.us

Position Title

ESE Staffing Specialist

Job Duties and Responsibilities

The primary job goal of the Staffing Specialist at Taylor County Elementary School is to provide assistance to teachers in specified subject areas. To assist with SIP implementation, the responsibilities of the Taylor County Elementary School ESE Staffing Specialist are to make short and longer-term plans, making schools aware of schedule; assist with the preparation of alternative learning activities for special needs; use test results to assist in planning strategies for ESE students that will enhance strengths in learning; assist schools with scheduling and data entry of exceptional students; assist the Coordinator of Exceptional Student Education in the implementation of ESE programs; assist in writing special programs and procedures for exceptional students; monitor the operation of ESE programs in the schools to ensure compliance and federal state and county laws and regulations; assist schools with annual review procedures; interpret test results for teachers, parents, and other educational personnel; assess student achievement by monitoring test scores, behavior patterns and observations; monitor and assess mainstreaming effectiveness; serve as the District's local education agency representative for eligibility staffing, placements, change in programs, development of Individual Education Plans (IEPs), annual reviews and dismissals; facilitate ESE programs and paperwork at schools; provide technical support for teachers and other school personnel working with ESE students; ensure that ESE students are placed in the least restrictive environment; participate in school child education team planning sessions; serve as resource person to parents, school personnel and agencies; mediate between school and parents; facilitate meetings with school and child education teams; serve as ESE representative on committees; participate in meetings to discuss law changes, unique cases, and other relevant staffing needs; assist in providing training for ESE and regular education teachers, paraprofessionals, and other school personnel; participate in data collection of teacher input on administrator's performance assessment program; and ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.

Leadership Team Member #4

Employee's Name

Eli Walker

eli.walker@taylor.k12.fl.us

Position Title

Literacy Coach

Job Duties and Responsibilities

The primary job of the Literacy Coach at Taylor County Elementary School is to Provide assistance to teachers in specified subject areas. To assist with SIP implementation, the responsibilities of the Taylor County Elementary School Instructional Coach are to assist teachers in developing strategies for effective student learning with an emphasis on core content area standards; work with students as needed; gather student data through observation, dialogue, testing tools, etc., to design alternative strategies to meet diagnosed student needs; facilitate the use of data for increased student achievement; implement ways to facilitate parental involvement and parent education in order to increase student learning; assist teachers in the implementation of curriculum integration with special emphasis on communication skills; models effective strategies for teaching content area skills and their application; support teachers in the implementation of the Common Core State Standards and district initiatives in all curricular areas; serve as the official coaching liaison between school and district; serve as "Lead Learner" in Professional Learning Communities; serve as a consultant in the selection of instructional materials, supplies and equipment; and be involved with the implementation and monitoring of the School's Improvement Plan.

Leadership Team Member #5

Employee's Name

Heather Wright

heather.wright@taylor.k12.fl.us

Position Title

Dean of Students

Job Duties and Responsibilities

The primary job goal of the Dean of Students at Taylor County Elementary School is to create an atmosphere within the school which will enable students to achieve maximum benefits from all programs, services, and opportunities in a safe and orderly environment. To assist with SIP implementation, the responsibilities of the Taylor County Elementary School Dean of Students are to supervise personnel assigned by the Principal; establish long- and short-range plans based on students needs and school, district, and state requirements and priorities; assist principal in

developing and maintaining a philosophy of discipline for the school designed to create and preserve conditions essential to the orderly conduct of the school and prepare the student for effective participation in adult life; plan and prepare intervention strategies that contribute to a safe and orderly environment; assist in preparing for curriculum and service needs; process discipline referrals from teachers in a timely manner and in accordance with district and school guidelines; maintain student discipline files; complete investigative and due process procedures; evaluate effectiveness of discipline programs and procedures; and access individual student records as appropriate to assess academic and behavioral progress.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

TCES Leadership team will identify goals and action items for the 2025-2026 school year. Faculty and staff will be allowed to review and provide input on goals and action items via faculty and staff meetings, lead teacher meetings, and grade level content area collaborative planning. Parents and community stakeholders will be allowed to review and provide input on goals and action during School Advisory Council Meetings and Parent Teacher Organization Meetings. School leadership will participate in a district level peer review of the SIP and make adjustments based on feedback provided by other school based leadership teams and administrators.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

TCES will participate in a district level peer review of the SIP for feedback. Prior to the district SIP review, the School Leadership Team reviewed the SIP and made revisions together. TCES will present the SIP to the TCES School Advisory Council for an official review with opportunities to make revisions based on their feedback. The progress of our students will be monitored through teacher/leadership data chats after each progress monitoring. Emphasis will be placed on students who have

the greatest achievement gaps and the ESSA Subgroups of SWD's and Black/African American students.

C. Demographic Data

2025-26 STATUS

(PER MSID FILE)

ACTIVE

SCHOOL TYPE AND GRADES SERVED

(PER MSID FILE)

ELEMENTARY

3-5

PRIMARY SERVICE TYPE

(PER MSID FILE)

K-12 GENERAL EDUCATION

2024-25 TITLE I SCHOOL STATUS

YES

2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE

100.0%

CHARTER SCHOOL

NO

RAISE SCHOOL

YES

2024-25 ESSA IDENTIFICATION

*UPDATED AS OF 1

ATSI

ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)

STUDENTS WITH DISABILITIES
(SWD)

2024-25 ESSA SUBGROUPS REPRESENTED

(SUBGROUPS WITH 10 OR MORE STUDENTS)

(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE
IDENTIFIED WITH AN ASTERISK)

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.

2024-25: C

2023-24: C

2022-23: C

2021-22: D

2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment				194	183	177				554
Absent 10% or more school days				68	48	55				171
One or more suspensions				7	2	4				13
Course failure in English Language Arts (ELA)				30	8	9				47
Course failure in Math				12	10	20				42
Level 1 on statewide ELA assessment				57	32	59				148
Level 1 on statewide Math assessment				39	26	41				106
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				14						14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				9	8					17

Current Year 2025-26

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				47	27	43				117

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				15	17	4				36
Students retained two or more times				5	16	9				30

Prior Year (2024-25) As Last 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 school days				78	89	68				235
One or more suspensions				70	68	75				213
Course failure in English Language Arts (ELA)				55	87	29				171
Course failure in Math				29	59	55				143
Level 1 on statewide ELA assessment				67	59	48				174
Level 1 on statewide Math assessment				39	33	50				122
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				67						67
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				20	23					43

Prior Year (2024-25) As Last Reported (pre-populated)

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				33	77	59				169

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				17	1					18
Students retained two or more times				11	6	1				18

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025		2024		2023**	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	45	48	59	37	40	57
Grade 3 ELA Achievement	54	56	59	37	39	58
ELA Learning Gains	48	50	60	44	47	60
ELA Lowest 25th Percentile	46	46	56	55	56	57
Math Achievement*	53	55	64	44	47	62
Math Learning Gains	44	48	63	41	45	62
Math Lowest 25th Percentile	33	35	51	41	43	52
Science Achievement	47	50	58	37	41	57
Social Studies Achievement*			92			50
Graduation Rate						52
Middle School Acceleration						54
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)		63			61	
						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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)**2024-25 ESSA FPPI**

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	46%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	370
Total Components for the FPPI	8
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
46%	42%	48%	40%	37%		58%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)**2024-25 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%
Students With Disabilities	45%	No		
Black/African American Students	38%	Yes	4	
Hispanic Students	41%	No		
Multiracial Students	48%	No		
White Students	50%	No		
Economically Disadvantaged Students	43%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	45%	54%	48%	46%	53%	44%	33%	47%					
Students With Disabilities	40%	56%	47%	38%	53%	47%	35%	46%					
Black/African American Students	34%	47%	47%	56%	38%	30%	26%	22%					
Hispanic Students	27%				55%								
Multiracial Students	49%	56%	37%		53%	44%							
White Students	50%	56%	50%	43%	59%	51%	34%	57%					
Economically Disadvantaged Students	41%	48%	46%	46%	46%	40%	33%	43%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	37%	37%	44%	55%	44%	41%	41%	37%					
Students With Disabilities	19%	22%	40%	60%	27%	40%	37%	20%					
Black/African American Students	22%	28%	47%	60%	32%	31%	39%	14%					
Hispanic Students	39%		33%		63%	62%		55%					
Multiracial Students	29%	8%	53%		43%	47%		54%					
White Students	44%	45%	43%	51%	49%	45%	43%	43%					
Economically Disadvantaged Students	34%	33%	42%	53%	39%	41%	42%	35%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	42%	45%			56%			50%					
Students With Disabilities	33%	41%			50%			45%					
Black/African American Students	26%	30%			34%			19%					
Hispanic Students	62%				70%								
Multiracial Students	43%				55%			75%					
White Students	47%	53%			65%			59%					
Economically Disadvantaged Students	40%	40%			53%			50%					

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	53%	54%	-1%	57%	-4%
ELA	4	36%	40%	-4%	56%	-20%
ELA	5	41%	45%	-4%	56%	-15%
Math	3	62%	62%	0%	63%	-1%
Math	4	46%	50%	-4%	62%	-16%
Math	5	41%	45%	-4%	57%	-16%
Science	5	46%	49%	-3%	55%	-9%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Third grade ELA showed the most improvement from the 2023-2024 to 2024-2025 school year. Achievement in this area increased 17 percentage points, from 37% in the 2023-2024 school year to 54% in the 2024-2025 school year. TCES hired a new Instructional Coach who focused on standards based instruction at collaborative planning. These planning meetings took place weekly with a primary focus on common misconceptions, benchmark clarifications, and higher order questioning.

Lowest Performance

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

Math learning gains for the lowest 25% was the area of weakest performance (33%). Staffing in the 24-25 school year resulted in the elimination of our Math interventionist. We believe this to be the primary contributing factor for this area of weakness.

Greatest Decline

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

The area with the greatest decline from 2023-2024 to 2024-2025 was ELA learning gains for the lowest 25% (from 55% in the 2023-2024 school year down to 46% in the 2024-2025 school year, a decrease of 9%). Staffing in the 24-25 school year resulted in the elimination of our ELA interventionist position. We believe this to be the primary contributing factor for this area of weakness.

Greatest Gap

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.

Math learning gains (both overall students and the lowest 25%) had the greatest gap when compared to the state average. TCES's overall math learning gains were 44% versus the state average of 62%, a 18 percentage point difference. TCES's math learning gains for the lowest 25% were 33% compared to the stat average of 52%, a 19 percentage point difference. We believe the

aforementioned elimination of a math interventionist position in the 24-25 school year contributed to low learning gains in math.

EWS Areas of Concern

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

The area with the greatest concern is student attendance. 171/554 (31%) of students missed 10% or more of the school year.

Highest Priorities

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

#1 Math Learning Gains for LPQ

#2 Math Learning Gains

#3 Attendance

#4 ELA Learning gains for LPQ

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Math learning gains is an identified area of focus based on 2024-2025 data showing that only 44% of all students and 33% of the LPQ students made a learning gain. Math learning gains was identified as a crucial need based on 2024-2025 PM3 data.

ELA LPQ learning gains is an identified area of focus based on 2024-2025 data showing that 46% of LPQ students made a learning gain which was a 9% decrease from 2023-2024.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Math Learning Gains - 44% (Goal - 55%)

LPQ Math Learning Gains - 33% (Goal - 55%)

LPQ ELA Learning Gains - 46% (Goal 55%)

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through collaborative planning, classroom walkthroughs with feedback, professional learning sessions, and MTSS data.

Person responsible for monitoring outcome

Rachel Poppel, Jennifer Amman, & Eli Walker

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Collaborative Planning - involve the use of B1G M's, ELA Roadmaps, Achievement Level Descriptors, lesson planning, quality questions, utilizing researched based programs to support intervention. Collaborative planning will also allow for professional learning sessions to focus on ELA, Math, Writing, and Science instruction.

Rationale:

Collaborative planning has been shown to promote collective teacher efficacy. Weekly meeting will allow time for teachers and instructional coach to review common misconceptions, benchmark clarifications, vertical alignment, and quality questions.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Classroom Observations - Providing quality feedback in a timely manner, classroom walkthrough schedule for admin. Instructional coach has own schedule to meet with teachers and debrief after conducting his own walkthrough.

Rationale:

Classroom observations allow school leadership to monitor implementation of effective Tier 1 instruction. Providing proactive feedback allows teachers to adapt their instruction in the learning environment in a timely manner.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

MTSS Data will be reviewed quarterly at minimum.

Rationale:

MTSS Data review meetings will allow school leadership and teachers to reflect on the progress of our most vulnerable learners.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Eli Walker

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teams will follow a structured agenda for addressing standards based instruction. Impact will be monitored through classroom observations and PM Data.

Action Step #2

Classroom Observations

Person Monitoring:

Rachel Poppell, Jennifer Amman, Eli Walker

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Classroom observations will be reviewed monthly at school based leadership meetings, impact will be measured based on PM Data.

Action Step #3

MTSS Data

Person Monitoring:

Jennifer Amman, Eli Walker

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

MTSS groups will meet 3-5 times per week. The impact of MTSS will be monitored quarterly at MTSS meetings and through PM Data.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Student attendance data from 2024-2025 school year showed that 31% of students missed 10% or more of school. Students attendance directly impacts school achievement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 2024-2025 school year, attendance data showed that 69% of students were present 90% of the school year. Our goal for the 2025-2026 school year that 90% of students will be present for 90% of the school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance data is monitored weekly. Ongoing monitoring allows school leadership to emphasize a

focus on students who are habitually truant.

Person responsible for monitoring outcome

Rachel Poppell, Jennifer Amman, Casey Cassel

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Truancy Meetings

Rationale:

Students who are habitually truant have proven underperform on state assessments.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Attendance Incentives

Rationale:

Attendance incentives allow classroom teachers to take a direct approach to boost student attendance on a daily basis.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Truancy Meetings

Person Monitoring:

Rachel Poppell, Casey Cassel

By When/Frequency:

As needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Truancy Meetings will be held when students reach truancy status based on TCSD MTSS plan. Attendance will be monitored weekly.

Action Step #2

Attendance Incentives

Person Monitoring:

Rachel Poppell, Jennifer Amman, Classroom Teachers

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Daily incentives - Stars for school on morning announcements, attendance letters in the classroom

Weekly Incentives - Bulldog Bullets grade level attendance shout out Quarterly - School socials based on attendance percentage, attendance award ribbons at quarterly ceremony

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

The SIP is available on the Taylor County School District website, Taylor County Elementary School website, and in a binder in the resource center for parents. The SIP is also reviewed and approved by the Taylor County School Board, The Taylor County Elementary School Advisory Council, and during TCES Leadership Meetings.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

TCES plans to continue building positive relationships with our parents, families, and other community stakeholders through consistent and timely communication. TCES uses the following platforms to communicate with families and community stakeholders; Webpage: <https://tayloremfl.tce.schoolinsites.com/> , FOCUS messenger, TCES Facebook Page, Wednesday Folders, Monthly School Advisory Council meetings, Quarterly student awards assemblies, quarterly report cards/midterm grade reports, TCES Orientation, Title 1 Annual Meeting, Family Engagement Nights.

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

To strengthen our Academic Program TCES is continuing to implement collaborative planning that focuses on instruction aligned to academic benchmarks, common misconceptions, vertical alignment, benchmark clarifications, and quality questioning. TCES is utilizing new research based intervention programs and collecting, tracking, and analyzing data through the MTSS process. We will provide after school tutoring for fragile learners and Odyssey of the Mind Enrichment program for advanced students after school.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Our plans align with Federal grant requirements, State Statutes, and local district board policies.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Mental health counselors are available within the TCSD. TCES offers a Resiliency curriculum that has been approved by our District Mental Health Coordinator and covers resiliency standards set forth by the FLDOE.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

We offer an alternative to suspension through restorative practices, that are built into our student code of conduct. Through grant funding we also provide after school restorative practice intervention. Students with reoccurring behaviors can be placed on Tier 2 or Tier 3 behavior intervention plans. These plans are designed to assist the student with being successful both behaviorally and academically.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

TCES offers PLC's throughout the year. The TCSD has built in professional learning days into the

school calendar to facilitate this process. Our instructional coach meets weekly with grade level teams and individually with teachers to provide feedback on planning and instruction. TCES offers a New Teacher Next Steps program for teachers who are new to teaching and meets the state required new teacher mentorship program. Each grade level has team leaders assigned to subject areas and are responsible for disseminating important information from our school and admin.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The district shall support and monitor the distribution of all grant funds to ensure schools with the greatest need receive the highest percentage of resources. The LEA's Director of Instruction meets with the administrative assistance on a monthly basis to ensure the budget is being spent and all items are properly coded. The Director of Instruction will then send an updated budget to each school to inform them of the amount of funding that is available and what can be purchased in those specific line items. The Director of Instruction meets with each school based administration team to review all grants. The school administration shares this information with their school advisory council and the Director of Instruction shares the budgets with the stakeholders during the District Advisory Council Meetings. Each counsel, School Advisory Council and District Advisory Council, meets four times per year. Data is used to determine if the resources written in the grant are still the area with the greatest need. If not, an amendment would be written to better align the funding with the resources needed. The District runs usage reports each 9 weeks to gauge student usage on acquired programs. This assist in making decision in program acquisition and renewals. Pre and Post test validates if programs are meeting needs of students and showing growth in subject area.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Exact Path and IXL (Math) - supplemental computer based programs to assist with Acceleration and Intervention. These programs will help continue closing the learning gaps in Reading and Math with our Level 1 students and accelerating proficient students. We will continue to provide additional small group instruction for our Lowest Quartile students.

Beginning August 2025.

Ascend Math - computer based Math program. Due to the need to to continue closing the learning gaps in Math with our Level 1 students and the need for Learning Gain with our proficient students. Beginning August 2025

Corrective Reading Intervention Program - supplemental ELA curriculum to support the closing of gaps in foundational reading skills and fluency. This program will help support students with substantial reading deficiencies.

Beginning September 2025

Top Score Writing - Structured writing program that aims to scaffold text-based writing assignments to support student achievement in writing.

October 2025

After School Tutoring - for both bubble kids and lowest quartile in Reading. Due to the need to to continue closing the learning gaps in Reading with our Level 1 students and the need to move our High Level 2 students to proficiency. Beginning January 2026.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen
NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00