Agenda Item Number __7.02(1)__

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

Date Submitted _____08/22/2023_____ Board Meeting Date _____09/19/2023_____

Date agenda item is due in the Superintendent's Office _____09/08/2023_____

Person submitting the item: _____Jill Rudd_____

Name of document placed on agenda: ___Steinhatchee School Improvement Plan___ 2023-24

Summary description regarding this action item:

Please review and approve Steinhatchee School Improvement

plan for the 2023-2024 school year.

APPROVED

SEP 1 9 2023

By Taylor County
School Board

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 _Jill Rudd_____

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

2023-24
Schoolwide Improvement Plan (SIP)

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Steinhatchee School	
1209 SE 1ST AVE, Steinhatchee, FL 32359	
https://www.edline.net/pages/steinhatchee_school	

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.

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.

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
Bray, James	Principal	Instructional leadership and guidance to support learning gains and achievement for all students.

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.

The School Improvement Plan is developed in partnership with the School Advisory Council. Required stakeholders are listed below:
School - James Bray, Chrissy Bray, Lori Land, Misty Pass
Parent - Brittany Welsh, Jodi Shipman, Laura Harrington, Leslie Hinote
Business - Pam Wessels, Danielle Norwood, Cherri Campbell
Community - Gina Smith, Alexis Dorsi, Paul Nawlin

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.

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 monitored monthly during the Principal's report to the SAC team. 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.

Demographic Data

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	[Data Not Available]
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	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)	
School Grades History	2021-22: A 2020-21: A 2019-20: A 2018-19: A 2017-18: F
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	5	12	8	2	4	3	0	0	0	34
One or more suspensions	0	1	1	1	1	0	0	0	0	4
Course failure in English Language Arts (ELA)	0	0	2	0	0	0	0	0	0	2
Course failure in Math	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	1	1	2	0	0	0	4
Level 1 on statewide Math assessment	0	0	0	0	0	1	0	0	0	1
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	1	1	1	0	1	0	0	0	4

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	0	1	1	0	1	0	0	0	3
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	6	6	4	0	2	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	0	1	0	0	0	0	0	0	2
Course failure in Math	1	0	1	0	0	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	1	0	0	0	0	1
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	4	6	3	7	1	0	0	0	22

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	1	0	0	0	0	0	0	0	0	1

The number of students identified retained:

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

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	6	6	4	0	2	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	0	1	0	0	0	0	0	0	2
Course failure in Math	1	0	1	0	0	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	1	0	0	0	0	1
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	4	6	3	7	1	0	0	0	22

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	1	0	0	0	0	0	0	0	0	1

The number of students identified retained:

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

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.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	85			75			91		
ELA Learning Gains	86			60			93		
ELA Lowest 25th Percentile									
Math Achievement*	88			94			91		
Math Learning Gains	86			100			93		
Math Lowest 25th Percentile									
Science Achievement*				100					
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress									

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	86
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	345
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	86			
FRL	82			

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)

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	85	86		88	86							
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	85	86		88	86							
FRL	81	80		85	80							

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	75	60		94	100		100					
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	75	60		94	100		100					
FRL	75			90								

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	91	93		91	93							
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	95	92		95	92							
FRL	86			93								

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.

School, District and State data will be uploaded when available.

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.

Third Grade Reading had the lowest percentage for school grade data components with 53% of full year students scoring 3 or above on FAST PM3. Due to Steinhatchee School serving one class of 15 full year students in third grade, a few students can swing the 3 or higher average substantially. On PM3 four students underperformed, as demonstrated by a decline from their PM2 scores, resulting in a 27 point downward shift. The scores were also lower than the I-Ready reading diagnostic, used as a PM3 predictor and end of year instruction guide, administered at the end of March.

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

Third grade reading had the greatest decline year over year in the percentage of students scoring 3 or higher with a 30 point drop from 83% to 53%. The scores of a few third grade students on PM3 were outliers compared to available data points collected during the year. The percentile ranking scores on PM3 were the lowest of the 5 progress monitoring measures of the year, including similar assessments during summer reading camp given after PM3. In other words, the data indicates that a few students had a bad day and due to scale it made a big difference.

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.

Steinhatchee students scored above state average in each grade level and subject area on FAST PM3. The data component with the greatest gap was 5th grade math. The percentage of full year Steinhatchee students scoring 3 or higher was 88% while the state average was 55% for a 33 point gap. The factor that contributed to this gap was consistent standards based instruction coupled with frequent skill review.

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

The most improved area was 3rd grade math, this was a positive due to it being a focus area on our prior year SIP. Third grade students scoring 3 or higher increased from 83% to 87%, for a 5 percentage point improvement. As second grade students the prior year, 60% were projected to score 3 or higher on end of year state assessments based on I-Ready data. New actions included implementing the BEST standards with Big Ideas math as the core curriculum while supplementing with Ready Math. A resource position was added that enabled pull out Tier 3 math interventions in 3rd grade for the first time. Also, Standards Mastery progress checks were used with greater frequency.

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

1. Attendance in lower grades needs to improve. The number of students that missed 10% or more of instruction has nearly doubled year over year.

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

1. 3rd Grade Reading
2. Student Attendance

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

:

#1. 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.

Third grade reading was the lowest performing subject area across grade levels on PM3 FAST in 2023. It has also received enhanced focus statewide as reflected in its additional weighting for school grade purposes.

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

90% of full year third grade students will score 3 or higher on FAST PM3 Reading.

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

Students will be monitored through three Cambium 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.

Person responsible for monitoring outcome:
James Bray (james.bray@taylor.k12.fl.us)

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.)

Instructional focus on Marzano Element "Using Questions to Help Students Elaborate on Content." Students will demonstrate accurate elaboration on reading content through responding to a sequence of 5 questions linked to their learning target.

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

The intent is to deepen reading comprehension through a series of increasingly complex questions requiring students to think critically and deepen their understanding of reading content.

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.

1. Self evaluation by third grade teacher of the Marzano "Using Questions to Help Students Elaborate on Content" Element.

Person Responsible: James Bray (james.bray@taylor.k12.fl.us)

2. Provide feedback for instructional techniques and student evidence of desired effect.

Person Responsible: James Bray (james.bray@taylor.k12.fl.us)

3. Monthly Student Data Meeting

Person Responsible: James Bray (james.bray@taylor.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

Attendance, particularly in lower grade levels, needs to improve. The number of students that missed 10% or more of instruction has nearly doubled year over year.

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

90% or more of students in grades K-5 will have an attendance rate of 90% or greater.

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

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

Person responsible for monitoring outcome:

James Bray (james.bray@taylor.k12.fl.us)

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.)

Positive Behavioral Supports

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

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
(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 3 - Promising 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.

1. Conduct School-Wide Daily Attendance Drawing

Person Responsible: James Bray (james.bray@taylor.k12.fl.us)

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

Person Responsible: James Bray (james.bray@taylor.k12.fl.us)

Positive Attendance Postcards for students with two straight weeks of perfect attendance.

Person Responsible: James Bray (james.bray@taylor.k12.fl.us)

Monthly perfect attendance drawings for students and staff.

Person Responsible: James Bray (james.bray@taylor.k12.fl.us)

Weekly attendance meetings with truancy personnel and parent liaison to identify students in need of attendance support.

Person Responsible: James Bray (james.bray@taylor.k12.fl.us)

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.

Steinhatchee School Webpage- https://steinhatchee.fl.tcs.schoolinsites.com/
Steinhatchee School Leadership Team - August 5, 2023
TCSD Peer Review - August 15, 2023
Steinhatchee School SAC Committee - August 23, 2023
TCSD School Board - August 30, 2023

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))

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 Parent Involvement Team (PIT) meets monthly and parents receive email invitations to the meetings upon request. PIT provides input to school staff and provides student as well as teacher support. Our community wide School Advisory Council (SAC) meets monthly to help drive decision making in the best interest of students. Community based "Character Education" lines up local business sponsors for each class as well as every school related staff member. 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 achievement. The first conference will be held in late August and focused 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 January and will focus on the latest progress monitoring assessments, meeting classroom expectations, the status of the student in relation to the state academic standards, and ways that parents may assist at home. Our school uses 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 9, 2023
Steinhatchee School Title I Parent Meeting/ Open House - August 24, 2023
Steinhatchee School Family Engagement Night - October 26, 2023
Steinhatchee School Family Engagement Night - January 18, 2024
Steinhatchee School Family Engagement Night - April 4, 2024
Steinhatchee School Family Engagement Night (Transition Focus) - May 16, 2024

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 Deficient letters that parents are asked to sign and return. Since SS does not currently have ELL students all material is in English. If the case arises where ELL students need to be served, we will use technology to translate and interpret.

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. (ESSA 1114(b)(7)ii))

Steinhatchee School plans to strengthen the academic program by enhancing pedagogy though a renewed focus on Marzano's model for instructional practices. It's standards driven, and begins with identifying critical content from the benchmarks and deepens rigor through using questions to help students elaborate on content. This will be emphasized particularly in third grade reading since it was the lowest performing subject area across grade levels on PM3 FAST in 2023, in addition to receiving enhanced focus statewide as reflected in its additional weighting for school grade purposes. Fifteen minutes of instructional time has also been added to the daily schedule, affording more time for enrichment as well as acceleration. For the first time, students in need of support will also have access to tutoring through an extended day in both semesters, funded through a Learning Loss Grant and Title I Tutoring. Upper grade students will have additional STEAM opportunities through a Title IV after school program and computer gaming club.

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))

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

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))

A mental health counselor is available to our students one day per week. A new addition is Wellness Wednesdays that focuses on resilience and building positive relationships with peers and teachers. "Box Breathing" is practiced during morning announcements each day as a calming strategy and teachers use it as an opportunity to determine if a particular student(s) need support in starting their day. Words of Wisdom are shared during this time, sponsored by Character Education Now, and the group also offers mentorship opportunities.

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))

Steinhatchee School partners with Big Bend Technical College (BBTC) and the Dixie County Education Association (DCEA) to host an information event for college and career readiness. DCEA also visits the school to play career information games with upper grade students. A computer program called Xello is also used to allow students to explore different types of jobs.

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).

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.

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))

Steinhatchee Schools professional learning revolves around standards based instruction. 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, 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.

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))

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.