

Agenda Item Number 7.02(8)

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

APPROVED

OCT 07 2025

By Taylor County
School Board

Date Submitted 9/24/25 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: TCMS School Improvement Plan

Summary description regarding this action item:

Please review and approve TCMS 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 MIDDLE SCHOOL

APPROVED

OCT 07 2025

By Taylor County
School Board



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data	5
D. Early Warning Systems	6
II. Needs Assessment/Data Review	9
A. ESSA School, District, State Comparison	10
B. ESSA School-Level Data Review	11
C. ESSA Subgroup Data Review	12
D. Accountability Components by Subgroup	13
E. Grade Level Data Review	16
III. Planning for Improvement	17
IV. Positive Learning Environment	22
V. Title I Requirements (optional)	25
VI. ATSI, TSI and CSI Resource Review	29
VII. Budget to Support Areas of Focus	30

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

Our mission is to provide a positive, safe, healthy, nurturing, and respectful environment in which all students can learn and have the opportunity to become productive members of society.

Provide the school's vision statement

Equip and inspire students to think, create, perform, and advocate.

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

Kasey Roberts

kasey.roberts@taylor.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The primary job of the principal is to lead all stakeholders within the school community in the development and implementation of the school improvement plan. Responsibilities include: instructional leadership and supervision of student achievement, personnel action services, school operations, student support services, personal/professional employee qualities, communication with stakeholders, schoolwide discipline, personnel action services, and promoting leadership

Leadership Team Member #2

Employee's Name

Monica Whiddon

monica.whiddon@taylor.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

The primary job of the assistant principal is to assist the principal with administrative and instructional functions and to help develop and implement the school improvement plan. responsibilities include: instructional leadership and supervision of student achievement, ensuring student growth and achievement, communication with stakeholders, student support services and school operations of facilities

Leadership Team Member #3

Employee's Name

Yvonne Heartsfield

yvonne.heartsfield@taylor.k12.fl.us

Position Title

Instructional Coach

Job Duties and Responsibilities

The primary job of the Instructional coach is to provide assistance in specified subject areas. Responsibilities are to assist teachers, work with students, gather data, and to model effective strategies

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 and approved by the School Advisory Council, which consists of the school leadership team, staff, parents, community leaders, and students.

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)).

Following each progress monitoring assessment, the data is analyzed and shared with stakeholders. Any necessary revisions are made to ensure that we are meeting the state's academic standards and closing the achievement gap for identified students.

C. Demographic Data

2025-26 STATUS
(PER MSID FILE)

ACTIVE

SCHOOL TYPE AND GRADES SERVED
(PER MSID FILE)

MIDDLE/JR. HIGH
6-8

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

NO

2024-25 ESSA IDENTIFICATION
*UPDATED AS OF 1

N/A

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: B
2023-24: C
2022-23: C
2021-22: C
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							156	148	150	454
Absent 10% or more school days							68	67	50	185
One or more suspensions							10	43	48	101
Course failure in English Language Arts (ELA)							0	0	0	0
Course failure in Math							0	0	0	0
Level 1 on statewide ELA assessment							40	34	35	109
Level 1 on statewide Math assessment							54	29	29	112
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							41	35	31	107
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	0

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							42	49	39	130

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							11	7	10	28
Students retained two or more times							45	35	36	116

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							80	85	95	260	
One or more suspensions							62	83	68	213	
Course failure in English Language Arts (ELA)							26	36	31	93	
Course failure in Math							39	40	40	119	
Level 1 on statewide ELA assessment							37	68	59	164	
Level 1 on statewide Math assessment							30	55	36	121	
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	
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0	

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							71	102	88	261

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							9	5	9	23
Students retained two or more times							9	2	14	25

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	45	58	39	40	53
Grade 3 ELA Achievement			27			21
ELA Learning Gains	54	54	59	45	45	56
ELA Lowest 25th Percentile	52	54	52	42	42	50
Math Achievement*	55	55	63	49	50	60
Math Learning Gains	65	65	62	57	57	62
Math Lowest 25th Percentile	65	65	57	47	47	60
Science Achievement	27	27	54	32	32	51
Social Studies Achievement*	69	68	73	46	46	70
Graduation Rate						
Middle School Acceleration	78	78	77	85	85	74
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)			53			49

*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	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	510
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
57%	49%	54%	48%	48%		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	47%	No		
Black/African American Students	49%	No		
Hispanic Students	64%	No		
Multiracial Students	59%	No		
White Students	60%	No		
Economically Disadvantaged Students	55%	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%	52%	55%	65%	65%	27%	69%	78%			
Students With Disabilities	30%		52%	52%	42%	64%	59%	14%	65%				
Black/African American Students	31%		55%	48%	39%	63%	66%	11%	50%	76%			
Hispanic Students	52%		52%		64%	86%							
Multiracial Students	50%		53%		61%	81%		27%	79%				
White Students	51%		54%	55%	62%	63%	61%	36%	75%	79%			
Economically Disadvantaged Students	42%		55%	54%	52%	64%	64%	22%	67%	72%			

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	39%		45%	42%	49%	57%	47%	32%	46%	85%			
Students With Disabilities	20%		36%	35%	27%	47%	43%	7%	34%	60%			
Black/African American Students	23%		35%	39%	30%	48%	39%	11%	34%	100%			
Hispanic Students	46%		43%		62%	62%							
Multiracial Students	33%		36%		46%	60%	55%	27%	45%				
White Students	48%		50%	48%	59%	61%	56%	42%	53%	82%			
Economically Disadvantaged Students	37%		43%	39%	48%	57%	45%	28%	44%	85%			

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	39%				46%			47%	50%	90%			
Students With Disabilities	21%				25%			23%	31%				
Black/African American Students	29%				32%			35%	38%	86%			
Hispanic Students	33%				25%								
Multiracial Students	32%				33%				25%				
White Students	44%				54%			52%	58%	89%			
Economically Disadvantaged Students	33%				39%			40%	44%	85%			

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	6	45%	45%	0%	60%	-15%
ELA	7	54%	54%	0%	57%	-3%
ELA	8	33%	33%	0%	55%	-22%
Math	6	47%	47%	0%	60%	-13%
Math	7	59%	59%	0%	50%	9%
Math	8	37%	37%	0%	57%	-20%
Science	8	26%	26%	0%	49%	-23%
Civics		67%	67%	0%	71%	-4%
Algebra		77%	49%	28%	54%	23%

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?

The component with the most improvement was Students with Disabilities in ELA. TCMS increased in-classroom support with highly-trained paraprofessionals and VE teacher in targeted classrooms. Initial scheduling and student placement was conducted under the guidance of FDLRS to ensure all minutes were being met per individual students' IEP.

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 data component with the lowest performance is Science for all students with a decrease from 32% proficiency to 27%. This is a continued downward trend.

Greatest Decline

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

The data component with the lowest performance is Science for all students with a decrease from 32% proficiency to 27%. This is a continued downward trend. The past three years have had educators transitioning mid-year in and out of science teaching positions. New curriculum was adopted last year, which always includes a learning curve until successful full adoption.

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.

The data component with the greatest gap is Science for all students with a comparison of 27% proficiency at TCMS compared to a 54% proficiency statewide. This is a continued downward trend. The past three years have had educators transitioning mid-year in and out of science teaching positions. New curriculum was adopted last year, which always includes a learning curve until successful full adoption.

EWS Areas of Concern

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

Prior year data shows that 41% of students had 10% or more days missed.

Highest Priorities

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

- (1) Increasing student achievement for 8th grade Science EOC
- (2) Increasing student achievement for 6th and 8th grade Math
- (3) Reducing the student absentee rate

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 Science

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.

Prior year data showed that TCMS had 27% of our students meet proficiency on the Science EOC compared to 54% state average. Therefore, increasing student achievement for 8th grade Science EOC is an area of focus.

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.

Prior year data showed that TCMS had 27% of our students meet proficiency on the Science EOC compared to 54% state average. For the 2025/2026 EOC, the goal for TCMS is to increase proficiency to a minimum of 37%.

Monitoring

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

Three progress monitoring assessments will be analyzed during the school year followed by data analysis with the instructional coach and administration. Instructional decisions will be based on data analysis. 8th grade Science teachers will be participating in a subject-area cadre, conducted by PAEC, with other regional schools.

Person responsible for monitoring outcome

Kasey Roberts

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:

PAEC Subject-area Cadre: 8th grade Science - 8th grade science teachers will participate in a subject-area cadre provided by PAEC. Weekly grade-level collaborative planning with instructional coach.

Rationale:

Increase knowledge of subject area content to include standards instruction with student engagement and differentiation. According to the Institute of Education Sciences white paper, "Collaboration with coaches or peers may improve teachers' lesson planning. Though some studies report mixed impacts of evidence-based PD on practice, others suggest that collaborative coaching is more likely to improve lesson planning when it helps teachers develop more strategic critical thinking skills to apply to their lesson design. For example, teachers report benefitting from concrete, focused feedback to increase their understanding and incorporation of evidence-based math instructional strategies into lesson plans. Teachers demonstrated increased use of effective literacy practices following coaching support that focused on lesson planning, reflection, and enactment in a randomized study on literacy coaching." https://ies.ed.gov/ncee/rel/regions/pacific/pdf/FAQ_lesson-planning_508.pdf

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:

Yvonne Heartsfield

By When/Frequency:

Weekly

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

Schedule and send out calendar invitations to weekly collaborative planning meetings. Teachers and instructional coach meet weekly to ensure that planning reflects teaching to the standards. Lesson plans developed and uploaded weekly into Canvas.

Action Step #2

PAEC Subject-area Cadre

Person Monitoring:

Yvonne Heartsfield

By When/Frequency:

3 times through the school year

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

Register teachers for cadre and obtain substitutes to cover their classes. Instructional Coach attends cadre if spots are available. Debrief following each cadre session specifically targeting increasing learning and engagement strategies.

Area of Focus #2

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

Instructional Practice specifically relating to Math

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.

Prior year data showed that TCMS had 47% of our students meet proficiency on the 6th grade Math FAST compared to 60% state average. Prior year data showed that TCMS had 37% of our students meet proficiency on the 8th grade Math FAST compared to 57% state average.

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.

Prior year data showed that TCMS had 47% of our students meet proficiency on the 6th grade Math FAST compared to 60% state average. Prior year data showed that TCMS had 37% of our students meet proficiency on the 8th grade Math FAST compared to 57% state average.

For the 2025/2026 EOC, the goal for TCMS is to increase proficiency to a minimum of 57% for 6th grade and 57% for 8th grade.

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 3 times per year through F.A.S.T. Math progress monitoring. Following each progress monitoring assessment, the data will be analyzed to make changes to instruction as needed to support student achievement.

Person responsible for monitoring outcome

Monica Whiddon

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:

Math 180 Intervention Program

Rationale:

The Math 180 rationale is to provide a research-based, intervention program that accelerates struggling students toward algebra readiness by building foundational math skills, addressing learning

gaps, and fostering confidence through personalized, blended learning. Math 180 has an ESSA evidence level of moderate.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Math 180 Intervention will be assigned to students who have a substantial deficiency in math and are in need of Tier 2 and Tier 3 supports.

Person Monitoring:

Monica Whiddon

By When/Frequency:

Following each progress monitoring assessment

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

Prior year student data will be analyzed to determine students in need of interventions. Schedules will be developed to allow for the course addition. Students will participate in program with a highly-trained teacher. Data analysis with changes in instruction following each progress monitoring assessment.

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.

A missed school day is a lost opportunity for students to learn. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. With 41% of our students missing more than 10% of school days, the primary rationale for high-quality attendance data is the relationship between student attendance and student 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.

Prior year data shows that 41% of our students missed 10% or more school days. The goal is to reduce this to no more than 20% of students missing 10% or more.

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 will be monitored by the parent liaison monthly. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance

Person responsible for monitoring outcome

Shelly Blanco-Parent Liaison

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:

Parent Liaison will provide information and meet with parents to provide resources to improve student attendance. Students will receive monthly incentives for good attendance.

Rationale:

Penalties for students who miss school may unintentionally worsen the situation. The disciplinary response to absenteeism too often includes loss of course credits, detention, and suspension. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

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

Identify students with historically chronic absenteeism

Person Monitoring:

Parent Liaison

By When/Frequency:

Beginning of school year

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

Identify students to plan resources to support increased attendance

Action Step #2

Contact Parents

Person Monitoring:

Parent Liaison

By When/Frequency:

Monthly

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

step:

Parents will be contacted to set up time to meet with parent liaison and school administration, if necessary. Resources will be provided to encourage improved attendance.

Action Step #3

incentives

Person Monitoring:

Parent Liaison

By When/Frequency:

Monthly

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

Parent Liaison will plan for incentives for students who have good attendance. Rewards will be offered during their lunchtime.

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.

<https://taylor.k12.fl.us>

Found under the Students & Parents tab

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)).

<https://taylor.k12.fl.us>

Found under the Students & Parents tab

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)).

Addition of a 30 minute Reading block in the morning. During this time, the whole school will focus on reading and strategies.

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)).

Partnering with the Boys and Girls Clubs to provide after-school tutoring. Change our curriculum for CTE programs to reach a wider range of students. Plan to meet monthly with BSI for resources and support in improving instruction.

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)).

We provide on-site mental health services, as well as a mental health curriculum that all students participate in. A mentoring program is being developed to target student with behavioral issues.

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)).

We will be utilizing the Xello program, Career & Technical Education courses. A field trip is being planned to visit Big Bend Technical College for our 8th grade students to tour the school and hear about various career opportunities. We will be planning a career fair during the school year as well as reaching out to businesses in the community to visit classrooms.

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)).

MTSS Interventions

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)).

Data chats between teachers, instructional coach and administration will occur following each progress monitoring assessment. Teachers will receive professional development on using literacy strategies in the content areas. Teachers also receive profession learning on new curriculum and

additional available supplemental resources.

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.

No Answer Entered

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).

No Answer Entered

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

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: 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



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	4
D. Early Warning Systems	5
II. Needs Assessment/Data Review	8
A. ESSA School, District, State Comparison	9
B. ESSA School-Level Data Review	10
C. ESSA Subgroup Data Review	11
D. Accountability Components by Subgroup.....	12
E. Grade Level Data Review	15
III. Planning for Improvement.....	16
IV. Positive Learning Environment	20
V. Title I Requirements (optional).....	23
VI. ATSI, TSI and CSI Resource Review	28
VII. Budget to Support Areas of Focus	29

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%							

Printed: 09/24/2025

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