Taylor County School District

STEINHATCHEE SCHOOL



APPROVED

NOV 03 2026

By the Taylor County School Board

2026-27 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 21

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.

Leadership Team Member #2

Employee's Name

Cierra Harden

cierra.mckinney@taylor.k12.fl.us

Position Title
Teacher

Job Duties and Responsibilities

Instructing students while maximizing resources to deliver data-driven, evidence-based interventions across Tier 1 (Universal), Tier 2 (Targeted), and Tier 3 (Intensive) levels.

Leadership Team Member #3

Employee's Name
Tracey Blackshear

tracey.blackshear@taylor.k12.fl.us

Position Title
Teacher

Job Duties and Responsibilities

Instructing students while maximizing resources to deliver data-driven, evidence-based interventions across Tier 1 (Universal), Tier 2 (Targeted), and Tier 3 (Intensive) levels.

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 Linzi, Pamela Revels, Cierra Harden, Tracey Blackshear; Parents - Echo Roberts, Kristin Mitchell; Business - Danielle Norwood, Cherri Campbell; Community - Gina Smith, Brenda Jones. 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

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**88.5%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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.*	**2025-26: A** **2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	14	16	9	17	14	15				85
Absent 10% or more school days	4	6	2	2	3	3				20
One or more suspensions	0	0	0	0	1	1				2
Course failure in English Language Arts (ELA)	0	1	0	1	0	0				2
Course failure in Math	0	1	0	1	0	0				2
Level 1 on statewide ELA assessment	0	1	2	3	0	2				8
Level 1 on statewide Math assessment	0	1	0	0	1	1				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	0	3						3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	1	0	0	2					4

Current Year 2026-27

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	0	2	2	1				6

Current Year 2026-27

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	1	0	1	0	0				2
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2025-26) 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	
School Enrollment	15	12	12	19	17	17				92
Absent 10% or more school days		3	5	4	4	1				17
One or more suspensions				3	1					4
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment			4	3						7
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)			1	1						2
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				2	1					3

Prior Year (2025-26) 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						4

Prior Year (2025-26) 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				1						1
Students retained two or more times										0

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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	86	51	62	85	48	59	70	40	57
Grade 3 ELA Achievement	83	56	61	74	56	59	65	39	58
ELA Learning Gains	71	56	63	86	50	60	84	47	60
ELA Lowest 25th Percentile		47	58		46	56		56	57
Math Achievement*	94	59	66	78	55	64	84	47	62
Math Learning Gains	96	55	64	100	48	63	84	45	62
Math Lowest 25th Percentile		52	50		35	51		43	52
Science Achievement	87	39	62		50	58	86	41	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)						63			61

*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.

**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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	86%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	517
Total Components for the FPPI	6
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
86%	85%	79%	72%	86%	86%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	87%	No		
Economically Disadvantaged Students	90%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	86%	83%	71%		94%	96%		87%					
White Students	88%	88%	71%		94%	96%		87%					
Economically Disadvantaged Students	91%	92%	78%		91%	100%							

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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

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.

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	83%	55%	28%	60%	23%
ELA	4	80%	55%	25%	60%	20%
ELA	5	94%	41%	53%	61%	33%
Math	3	83%	69%	14%	66%	17%
Math	4	100%	58%	42%	65%	35%
Math	5	100%	47%	53%	62%	38%
Science	5	88%	38%	50%	60%	28%

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 Grade 3 FAST ELA Achievement data component showed the most improvement year over year. Rising from 75% in 2024-2025 to 92% in 2025-2026. New actions taken in that area included maintaining additional para resource for Third Grade Tier 1 ELA instruction, providing targeted support for students with deficinces in the phonics domain of the I-Ready diagnostic, and teacher attendance improvement (the teacher was displaced from her home the prior year due to Hurricane Helene).

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 performance from a school grade data component was FAST ELA Learning Gains for All Students. The percentage of students making a FAST ELA Learning Gain was 71% in 2025-2026. Contributing Factors: High performing students had difficulty maintaining Level 5 scores from the previous year, and personnel changes within our MTSS program occurred after the mid-year mark.

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 FAST ELA Learning Gains for All Students. The percentage of students making a FAST ELA Learning Gain dropped from 86% in 2024-2025 to 71% in 2025-2026. Contributing Factors: High performing students had difficulty maitaining Level 5 scores from the previous year, and some personnel changes within our MTSS program occurred after the mid-year mark.

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 grade level data component had a higher percentage when compared to the FAST state average. The greatest gap was FAST 5th Grade Math with 100% of students scoring 3 or higher

compared to the state average of 62%, for a 38 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 instructional 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.

Based on Early Warning Systems data, one potential area of concern is the number of students with an Average Daily Attendance (ADA) that's less than 90%. Steinhatchee's school-wide combined Average Daily Attendance rate was 91% last year. This was an improvement over the 89% mark from the prior year. However, 23% of current year students have a history of daily attendance rates falling below the 90% ADA benchmark.

Highest Priorities

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

1 . Third Grade Reading

2. Daily Student 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

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.

Third grade reading is projected to be the lowest performing school grade component based on 56% scoring on grade grade level for prior year PM3. Also, their PM1 FAST Reading and beginning of the year I-Ready Inform Reading scores are the bottom for grades 3-5. The Inform results indicate that 63% of 3rd grade students are scoring below grade level in phonics. This shows the need for targeted decoding instruction for Third Grade in order to boost student performance.

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.

Increase the number of full year third grade students scoring 3 or higher on FAST PM3 from 83% to 90% .

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 assessments will be given as an interim measure between progress monitorings. Students will also be given Reading standards mastery checks on an ongoing basis as well as formative assessments through HMH Into Reading and Ready curriculum.

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:
Third Grade will receive an additional 30 minutes of reading instruction per day using a program that was piloted in Grades K-2 last year. The program is through the University of Florida Literacy Institute (UFLI) and called UFLI Foundations. UFLI Foundations is an explicit and systematic program that leads students through the foundational decoding 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. UFLI Foundations does not currently hold an official ESSA tier rating on independent databases like Evidence for ESSA because published, large-scale formal studies have not yet met their specific review inclusion thresholds.

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 in the simple view of reading equation D X LC = RC). The program material affords students the tools they need to develop a strong foundation that will allow them to transition from learning to read to reading to learn. UFLI should meet the needs of the lower 2/3 of Third Grade students scoring below grade level in phonics.

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
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 to 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 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:
Quarterly

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 conærn continues to be student attendance. Steinhatchee School's Average Daily Attendanæ (ADA) rate improved from 89% in 24-25 to 91% in 25-26. However, EWS data indicates that 23% of current year students have a history of daily attendance rates falling below the 90% ADA benchmark. When students miss 10% or more of instructional days, it becomes difficult to maintain the pace needed to master all of their grade level standards. This leads to learning gaps and increased difficulty in remaining on grade level.

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.

Increase the school-wide average daily attendance rate in K-5 from 91% to 93% or greater.

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. Increased student attendance will result in fewer lost instructional opportunities and an increase in student achievement.

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 as well as the school as a whole.

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, 2026
Steinhatchee School SAC Committee - September 30, 2026
TCSD Peer Review - October 19, 2026
TCSD School Board - November 3, 2026

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, Steinhatcee 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 a flexible in-person or phone conference format with teachers contacting parents by phone or individual appointments to discuss student progress. The first conference was be held in mid September 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, December, and February. They will focus on the latest progress monitoring assessments, meeting 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. The scheduled conferences are listed below:

Steinhatchee School Orientation - August 7, 2026

Steinhatchee School Title I Parent Meeting - September 17, 2026

Steinhatchee School Family Engagement Night - October 29, 2026

Steinhatchee School Family Engagement Night - December 17, 2026

Steinhatchee School Family Engagement Night - February 18, 2027

Steinhatchee School Family Engagement Night (Transition Focus) - May 20, 2027

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 continuing to implement UFLI Foundations, an explicit and systematic reading program created by the team at the University of Florida Literacy Institute. The program, that was piloted at Steinhatchee School last year, 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 instruction in the primary grades or for intervention with struggling students in any grade. This should strengthen foundational skills so that students will arrive in 3rd grade and beyond with the tools needed for reading. Since this year's Third Grade group had limited exposure to UFLI last year, 30 minutes of UFLI instruciton is provided to them each afternoon. Fifteen minutes of additional instructional time, that was started a few years ago, has also been maintained in the daily schedule for all students. This affords more time for enrichment as well as acceleration. Third grade students in need Of support will onæ 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 virtual mental health counselor is available to our students one day per week via telehealth. 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 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. An example would be our plan to have local Charter Captains share information related to their careers later on in this school year. 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 while additional resouræs are deployed 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 is targeted towards standards based planning and instruction. All teachers will utilize their "Student Data Deep Dive" and "Maximizing I-Ready Resources" professional learning to guide lesson design and delivery of the Benchmarks for Excellent Student Thinking (BEST). Additionally, K-3 teachers are continuing to participate in the UFLI program, with high ESSA intervention ratings, that builds 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. Highly effective teachers deliver instruction during core instruction blocks. In an effort to retain personnel, Civic and Character Education Now pairs up local business sponsors for each class as well as 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 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 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, TSI, 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 2026-27 UniSIG funds but has chosen NOT to apply. **No**

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