

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

Date Submitted 08/22/2024 Board Meeting Date 09/03/2024

Date agenda item is due in the Superintendent's Office 08/23/2024

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 2024-2025 school year.

APPROVED

SEP 03 2024

By Taylor County
School Board

Signatures Required

Yes No

Reviewed by:

Director of Finance _____

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

Director of Personnel _____

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

Director of Instruction Jill Rudd

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

Superintendent _____

Taylor County School District

STEINHATCHEE SCHOOL

family and community involvement
needs assessment
mission
Florida
college and career
analysis
students
ambitious
leadership
school improvement
striving
teaching
achievement
relationships
success
strategic planning
collaboration
vision
learning
supportive environment
resources
areas of focus
instruction
growth



APPROVED

SEP 03 2024

By Taylor County
School Board

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Taylor County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

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

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

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

Position Title

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 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, Misty Pass, Lori Land, Marsha Marchant

Parent - Brittany Welsh, Jodi Shipman, Leslie Hinote

Business - Amy Garver, Danielle Norwood, Cherri Campbell

Community - Gina Smith, Alexis Dorsi, 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.

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. (ESEA 1114(b)(3))

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

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	0.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	3	3	9	5	10	1				31
One or more suspensions	0	0	1	3	0	0				4
Course failure in English Language Arts (ELA)	0	0	1	0	0	0				1
Course failure in Math	0	0	1	0	0	0				1
Level 1 on statewide ELA assessment	0	2	2	3	0	1				8
Level 1 on statewide Math assessment	0	1	0	2	0	0				3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	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)	0	0	0	1	0					1

Current Year 2024-25

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	2	2	1	0	0				5

Current Year 2024-25

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	2	1	0	0	1				4
Students retained two or more times	0	0	1	0	1	1				3

Prior Year (2023-24) 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										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) 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										0

Prior Year (2023-24) 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										0
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

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024				2023			2022**	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	70	40	57	67	44	53	85	40	56
ELA Grade 3 Achievement **	65	39	58	67	47	53			
ELA Learning Gains	84	47	60				86		
ELA Learning Gains Lowest 25%		56	57						
Math Achievement *	84	47	62	83	58	59	88	38	50
Math Learning Gains	84	45	62				86		
Math Learning Gains Lowest 25%		43	52						
Science Achievement *	86	41	57	69	52	54		48	59
Social Studies Achievement *								46	64
Graduation Rate								35	50
Middle School Acceleration								42	52
College and Career Readiness									80
ELP Progress			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 (FPP) 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)

2023-24 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	79%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	473
Total Components for the FPPI	6
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
79%	72%	86%	86%		92%	28%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	81%	No		
Economically Disadvantaged Students	74%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
White Students	73%	No		
Economically Disadvantaged Students	68%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students	86%	No		
Economically Disadvantaged Students	82%	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. (pre-populated)

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%					

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%					

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	85%		86%		88%	86%							
Students With Disabilities													
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students	85%		86%		88%	86%							
Economically Disadvantaged Students	81%		80%		85%	80%							

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	57%	40%	17%	55%	2%
Ela	4	85%	44%	41%	53%	32%
Ela	5	67%	33%	34%	55%	12%
Math	3	67%	54%	13%	60%	7%
Math	4	100%	49%	51%	58%	42%
Math	5	80%	36%	44%	56%	24%
Science	5	87%	41%	46%	53%	34%

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 data component that showed the most growth was Fourth grade reading. It improved from 57% of students scoring 3 or higher on PM3 in 22-23 to 85% of students scoring 3 or higher on PM3 in 23-24. That resulted in a 28 percentage point increase year over year. Some new actions our school employed were focusing on Marzano Elements, that coupled "Identifying Content from the Standards" with "Using Questions to Help Students Elaborate on Content." Students demonstrated accurate elaboration on reading content through responding to a sequence of 5 questions linked to their learning target. In the weeks leading up to PM3 Standards Mastery reading was used as a teaching tool to challenge students with appropriate rigor.

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 data component for 23-24 PM3 was 5th grade reading. With 64% of students scoring 3 or higher, there was an 11 percentage point decline compared to last year's 5th grade reading results. However, from a cohort view the group actually improved by 7 percentage points from the 57% that scored on grade level as 4th graders. Their score was also 9 points above the state average of 55%. The group also improved their average scale score compared to their state peers over the course of the year. While they began 2 scale score points lower than the state average on PM1, they ended at 8 points above the state average on PM3. This indicates a better than average rate of growth, that's also reflected in 83% of them making a learning gain.

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 for 23-24 PM3 was 5th grade reading. With 64% of students scoring 3 or higher, there was an 11 percentage point decline compared to last year's 5th grade reading results. However, from a cohort view the group actually improved by 7 percentage points from the 57% that scored on grade level as 4th graders. Their score was also 9 points above the state average of 55%. The group also improved their average scale score compared to their state peers over the course of the year.

While they began 2 scale score points lower than the state average on PM1, they ended at 8 points above the state average on PM3. This indicates a better than average rate of growth, that's also reflected in 83% of them making a learning gain.

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 data component had a higher percentage of students scoring at or above grade level when compared to the state average. The greatest gap was 4th grade math with 100% of students scoring 3 or higher compared to the state average of 58%, for a 42 percentage point difference. The smallest spread, while still positive, was 5th grade reading with a nine point difference.

EWS Areas of Concern

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

Steinhatchee School's top area of concern is 3rd grade reading. The incoming cohort had 60% of students projecting to score on grade level based on PM3 STAR at the end of second grade. With the new 3rd grade reading component continuing to be an area of focus this remains an area for scrutiny. It is also the largest cohort in our small school. The group had a tremendous amount of resources devoted to improving their reading proficiency last year and saw marked improvement from PM1 where only 15% scored on grade level. Few chose to participate in our summer program which increases the likelihood of them moving in the wrong direction. Another area of concern continues to be attendance. Steinhatchee School's daily attendance rate declined in 23-24 when compared to prior years.

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

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

With only 15% scoring on grade level during STAR PM1, the reading achievement level of this year's incoming Third grade cohort was the lowest performing across grade levels when they were Second graders last year. That only changed with STAR PM3 in 2024 where the percentage took a leap to 60%. The group received more instructional resources throughout the year than any other group in our school. There is concern for regression as the group enters Third grade with its enhanced reading focus, as reflected in the additional weighting for school grade purposes. This area's enhanced significance can be demonstrated when considering that Steinhatchee's school grade would have been 3 points higher in 2023-2024 under the former grading system that didn't include the standalone 3rd grade reading category.

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.

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

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.

Students will be monitored through three Cambium progress monitoring assessments, two I-Ready reading diagnostics, and STAR during months that are not already monitored. Students will also be given Reading standards mastery checks on an ongoing basis as well as formative assessments through Wonders and Ready curriculum.

Person responsible for monitoring outcome

James Bray

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Instructional focus that employee strategies from Robert Marzano Element #4 "Identifying Critical Content from the Standards" where the teacher uses the progression of standards-based learning targets to identify accurate critical content during a lesson or part of a lesson. Teachers are completing a related book study using "The Essentials for Standards Driven Classrooms".

Rationale:

When students demonstrate that they know what content is important and what is not important as it relates to the learning target(s), they're more likely to display evidence of the desired effect.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Self evaluation by third grade teacher of Marzano Element #4 "Identifying Critical Content from the Standards".

Person Monitoring:

James Bray

By When/Frequency:

Monthly student data meetings.

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

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

IV. Positive Culture and 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.

Attendance in the lower grade levels has been an area of concern for multiple years. Now the numbers of students that are missing 10% or more of instruction has been increasing in the upper grade levels as well. In 2023-2024 Steinhatchee School fell short of reaching the goal of 90% of students having a daily attendance rate of at least 90%.

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.

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

Monitoring

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

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

Person responsible for monitoring outcome

James Bray

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 #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 Reporting

Person Monitoring:

By When/Frequency:

James Bray

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 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. (ESEA 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 2, 2024

TCSD Peer Review - August 15, 2024

Steinhatchee School SAC Committee - August 23, 2024

TCSD School Board - September 3, 2024

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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 "Character Education" lines up local business sponsors for each class as well as every school related staff member. Character Education also coordinates with the school to sponsor

community events throughout the school year. Steinhatchee School also shares campus space with the Boys and Girls Club. Approximately half of our students attend in the afternoons and Steinhatchee teachers communicate with Boys and Girls Club teachers on how to best assist the specific needs of individual students.

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

The scheduled conferences are listed below:

Steinhatchee School Orientation - August 8, 2024

Steinhatchee School Title I Parent Meeting - August 29, 2024

Steinhatchee School Family Engagement Night - October 24, 2024

Steinhatchee School Family Engagement Night - January 16, 2025

Steinhatchee School Family Engagement Night - March 27, 2025

Steinhatchee School Family Engagement Night (Transition Focus) - May 22, 2025

Other ways that Steinhatchee School informs parents is through report cards, newsletters, STAR parent letters, Cambium reports, i-Ready parent letters, and individual Reading and Math Deficient letters that parents are asked to sign and return. SS does currently has one ELL student. We use 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. (ESEA Section 1114(b)(7)ii))

Steinhatchee School plans to strengthen the academic program by enhancing pedagogy though a renewed focus on Marzano's model for instructional practices. It's standards driven, and begins with identifying critical content from the benchmarks and deepens rigor through students providing feedback on their depth of knowledge. This will be emphasized particularly in third grade reading since the cohort's reading achievement has been the lowest performing subject area across grade

levels for the past couple of years until PM3 FAST in 2023-2024. The additional weighting for school grade purposes reinforces the importance of reading for the group. Fifteen minutes of additional instructional time, that was started last year, 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 in both semesters. This time around, it's funded through Title V and Title I Tutoring. 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 ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (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. (ESEA 1114(b)(7)(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. "Box Breathing" is practiced as a calming strategy and teachers use it as strategy if a particular student(s) is need support. Words of Wisdom are shared during homeroom time, sponsored by Character Education Now, and the group also offers mentorship opportunities.

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. (ESEA 1114(b)(7)(iii)(II))

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

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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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

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. (ESEA section 11149b)(7)(iii)(V)).

Steinhatchee School's professional learning revolves around standards based instruction. This year our faculty will complete a book study related to Standards Based Learning, and another about providing students learning feedback. Student data meetings are held monthly through MTSS, where data from academic assessments are used to guide planning and address specific student needs. In an effort to retain personnel, Character Education Now pairs up local business sponsors for each class as well as every school related staff member. Teachers also receive a little extra instructional support for students, like classroom supplies and instructional subscriptions, from their sponsor. These partners also provide meals, gifts on birthdays and holidays, and help our school employees feel valued by their community.

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. (ESEA 1114(b)(7)(iii)(V))

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

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 (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process 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), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.

No

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

