Agenda Item Number 7.02(4)

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

Date Submitted 10/20/2022 Board Meeting Date 11/01/2022

Date agenda item is due in the Superintendent's Office 10/21/2022

Person submitting the item: Jill Rudd- Director of Instruction

Name of document placed on agenda: SS School Improvement Plan 22-23

Summary description regarding this action item:

Please review and approve the Steinhatchee School Improvement Plan for the 22-23 school year

APPROVED

NOV 0 1 2022

By Taylor County School Board

Signatures Required

Yes ○ No ◉

Reviewed by:

Director of Finance _____

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

Director of Personnel _____

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

Director of Instruction Jill Rudd

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

Superintendent _____

TCSB # 0607-3

Taylor County School District

Steinhatchee School

APPROVED

NOV 0 1 2022

By Taylor County
School Board

2022-23 Schoolwide Improvement Plan

Table of Contents

Steinhatchee School

1209 SE 1ST AVE, Steinhatchee, FL 32359

https://www.edline.net/pages/steinhatchee_school

Demographics

Principal: James Bray

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students Economically Disadvantaged Students
School Grades History	2021-22: A 2020-21: (86%) 2018-19: A 2017-18: F
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Taylor County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Bray, James	Principal	Instructional leadership and guidance to support learning gains and achievement for all students.
Harden, Melissa	Teacher, K-12	Self-contained 3rd grade teacher.
Carmichael, Megan	Teacher, K-12	Self-contained 2nd grade teacher.
Lilliott, Laurie	Teacher, K-12	Self-contained 1st grade teacher.
Stefanelli, Martha	Teacher, K-12	Self-contained Kindergarten teacher.

Demographic Information

Principal start date
Monday 7/1/2019, James Bray

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Total number of teacher positions allocated to the school
8

Total number of students enrolled at the school
124

Identify the number of instructional staff who left the school during the 2021-22 school year.
0

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	19	19	17	17	16	18	0	0	0	0	0	0	0	106
Attendance below 90 percent	6	6	4	0	2	0	0	0	0	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in Math	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	1	4	6	3	7	1	0	0	0	0	0	0	0	22

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	0	0	0	0	0	0	0	0	0	0	0	1

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated
Monday 9/19/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	21	14	16	12	16	7	0	0	0	0	0	0	0	86
Attendance below 90 percent	6	6	6	1	3	2	0	0	0	0	0	0	0	24
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	3	2	2	4	3	0	0	0	0	0	0	0	0	14

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	0	0	1	0	0	0	0	0	0	0	0	2

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	21	14	16	12	16	7	0	0	0	0	0	0	0	86
Attendance below 90 percent	6	6	6	1	3	2	0	0	0	0	0	0	0	24
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	3	2	2	4	3	0	0	0	0	0	0	0	0	14

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	0	0	1	0	0	0	0	0	0	0	0	2

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	85%	40%	56%	75%			91%	73%	57%
ELA Learning Gains	86%	42%	61%	60%			93%	75%	58%
ELA Lowest 25th Percentile		39%	52%					56%	53%
Math Achievement	88%	48%	60%	94%			91%	78%	63%
Math Learning Gains	86%	46%	64%	100%			93%	78%	62%
Math Lowest 25th Percentile		42%	55%					56%	51%
Science Achievement		35%	51%	100%				53%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	59%	-59%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	80%	58%	22%	58%	22%
Cohort Comparison		0%				
05	2022					
	2019	80%	46%	34%	56%	24%
Cohort Comparison		-80%				
06	2022					
	2019					
Cohort Comparison		-80%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	71%	-71%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	70%	67%	3%	64%	6%
Cohort Comparison		0%				
05	2022					
	2019	90%	60%	30%	60%	30%
Cohort Comparison		-70%				
06	2022					
	2019					
Cohort Comparison		-90%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	80%	54%	26%	53%	27%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-80%				

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
WHT	85	86		88	86						
FRL	81	80		85	80						
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
WHT	75	60		94	100		100				
FRL	75			90							
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	95	92		95	92						
FRL	86			93							

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	86
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	345
Total Components for the Federal Index	4
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	86
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	82
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to Spring 2022 AP-3 progress monitoring data, students in grades 3-5 are scoring at or above grade level in math at higher rates than students in grades K-2, particularly 2nd grade. 2022 FSA data confirms the success in grades 3-5 predicted by I-Ready AP-3, with 88 percent of students in those grades scoring 3 or higher in math on the 2022 FSA and a total school grade of 86.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off FAST PM1 of this year and I-Ready AP-3 of last school year, this year's 3rd grade students' math scores demonstrate the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Steinhatchee School is an unusually small as reflected in only having a single classroom per grade level. Due to a variety of factors including COVID, this group of students (which equates to the entire grade level) was frequently taught by a substitute teacher last year. Missing foundational pieces of standards based math instruction delivered by a certified teacher for an extended period of time, was likely the greatest contributing factor to this need for improvement. This also aligns with the overall trend across school districts of math performance being impacted by COVID at higher rates than reading.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Third through Fifth grade ELA scores on the 2022 FSA showed the most significant improvement. Achievement improved from 75% to 85%, and learning gains improved from 60% to 86%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Accurate diagnostics were used to determine student baseline data. All students received Tier 1 instruction that covered every grade level standards through a systematic approach with appropriate rigor. This included breaking each standard into manageable chunks with clear targets as well as matching tasks and monitoring techniques. We tracked and targeted the specific deficits identified through diagnostics and formative assessments. This took place informally during Tier 1 instruction as well as formally through Tier 2 and Tier 3 interventions. Ongoing progress monitoring was used to track student progression towards grade level standards acquisition. Comprehensive needs assessments were conducted during monthly MTSS meetings to ensure that appropriate support was provided to all students in order for them to meet our challenging state academic standards.

What strategies will need to be implemented in order to accelerate learning?

Additional math support needs to be provided to this year's third graders to help them accelerate learning and fill missing foundational math skills. Also, this year's second graders need to be provided additional support to ensure that they're better positioned to enter third grade with the prerequisite skills necessary for math success.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development for implementing the new B.E.S.T. standards for math through the newly adopted Big Ideas math curriculum is ongoing this school year. Also, I-Ready trainings that include how to implement the math portion of their program with new updates like Fluency Flight that's designed to assist in addressing unfinished learning are scheduled. Additionally, a math teacher training institute through PAEC is planned for the end of the school year.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We have added a resource teacher that will push in to support both grade levels during core instruction and provide supplemental interventions outside of core instruction time. A math acceleration grant is being used to provide intervention materials and manipulatives, while another portion of that grant has been reserved for a math teacher training institute at the end of this school year through PAEC. We have also requested that the Intensive Afterschool and Weekends Academics grant funding, allocated for Steinhatchee School, be used to provide afterschool instruction for one hour twice per week through the end of April. One of the focuses of that program is 2nd & 3rd grade math. Ultimately, consistent standards based math instruction across grade levels will ensure sustainability of improvement in the next year and beyond.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based off FAST PM1 and I-Ready AP-3 of last school year, this year's 3rd grade students' math scores demonstrate the greatest need for improvement. On FAST PM1, this was the only subject area and grade level to score significantly below state average in the numbers of students achieving Level 1 at 88% compared to the state average of 72%. Additionally, last year as 2nd graders this was the lowest performing group by subject area and grade level school-wide with only 24% of students scoring at or above grade level on I-Ready AP-3, while the other grade levels averaged 68%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	90% of third grade students will score a level 3 or higher on FAST Math PM3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This Area of Focus will be monitored for the desired outcome twice per month using I-Ready Standards Mastery, through FAST PM2 in December, an I-Ready diagnostic at the end of March, and FAST PM3 in May.
Person responsible for monitoring outcome:	James Bray (james.bray@taylor.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	There is a multi-faceted approach being implemented for this Area of Focus. First, newly adopted Big Ideas curriculum aligned with the B.E.S.T. standards is being utilized. Next, a resource teacher has been added to provide scaffolding for third grade students during Tier 1 core math instruction. Also, third grade students in need of intensive Tier 3 support will be provided 30 additional minutes of small group math intervention each day with a focus on using hands-on manipulatives. Finally, learning opportunities beyond the school day are being offered through after-school tutoring.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	When students are struggling in math due to lost instruction, the teacher needs to investigate the root cause of the issue through exploring the depth of the problem and finding an entry point to the standard from which to begin building understanding. A small group environment affords a more opportune setting for that type of support. Also, having an additional teacher in the room during core instruction allows more possibilities for one-on-one clarification from the grade level teacher or the push-in resource. The additional instruction time afforded through small group or after-school tutoring extends learning and provides acceleration opportunities. In essence, teaching math standards with intensity, frequency, and duration, is the best path to improvement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide PD for new Big Ideas curriculum.
2. Use AP-1/PM1 to identify students scoring below the 40th percentile for extra support.
3. Schedule new resource teacher to push-in for core math instruction.
4. Provide 30 minutes of additional small group pull-out math intervention for students scoring below the 20th percentile.
5. Invite all 3rd grade students scoring below the 40th percentile in math to attend an after-school program twice per week for 1 additional hour of instruction per day.
6. Provide 3rd grade students attending club on campus access to IXL for additional practice on the B.E.S.T. 3rd grade standard that is being taught each week.
7. Use Standards Mastery to track student progress on a weekly basis.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Last year 2nd grade was the lowest performing group by subject area and grade level school-wide with only 24% of students scoring at or above grade level on I-Ready AP-3, while the other grade levels averaged 68%. Additional resources need to be leveraged in our 2nd grade classroom to ensure students are better prepared to enter 3rd grade with a strong math foundation.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	90% of second grade students will project to score a level 3 or higher based on STAR math PM3 this May.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This Area of Focus will be monitored for the desired outcome twice per month using I-Ready Standards Mastery, through FAST PM2 in December, an I-Ready diagnostic at the end of March, and FAST PM3 in May.
Person responsible for monitoring outcome:	James Bray (james.bray@taylor.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	There is a multi-faceted approach being implemented for this Area of Focus. First, newly adopted Big Ideas curriculum aligned with the B.E.S.T. standards is being utilized. Next, a resource teacher has been added to provide scaffolding for second grade students during Tier 1 core math instruction. Also, second grade students in need of intensive Tier 3 support will be provided 30 additional minutes of small group math intervention each day with a focus on using hands-on manipulatives. Finally, learning opportunities beyond the school day are being offered through after-school tutoring.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	When students are struggling in math due to lost instruction, the teacher needs to investigate the root cause of the issue through exploring the depth of the problem and finding an entry point to the standard from which to begin building understanding. A small group environment affords a more opportune setting for that type of support. Also, having an additional teacher in the room during core instruction allows more possibilities for one-on-one clarification from the grade level teacher or the push-in resource. The additional instruction time afforded through small group or after-school tutoring extends learning and provides acceleration opportunities. In essence, teaching math standards with intensity, frequency, and duration, is the best path to improvement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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3. Schedule new resource teacher to push-in for core math instruction.
4. Provide 30 minutes of additional small group pull-out math intervention for students scoring below the 20th percentile.
5. Invite all 2nd grade students scoring below the 40th percentile in math to attend an after-school program twice per week for 1 additional hour of instruction per day.
6. Use Standards Mastery to track student progress on a weekly basis.

Person Responsible	[no one identified]

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Steinhatchee School builds a positive culture through collaboration with all school community stakeholders. We provide frequent information updates through our school Face Book page and Focus app. Our Parent Involvement Team (PIT) meets monthly and parents receive email invitations to the meetings upon request. PIT provides input to school staff and provides student as well as teacher support. Our community wide

School Advisory Council (SAC) meets monthly to help drive decision making in the best interest of students. Community based "Character Education" lines up local business sponsors for each class as well as every school related staff member. Character Education also coordinates with the school to sponsor community events throughout the school year. Steinhatchee School also shares campus space with the Boys and Girls Club. Approximately half of our students attend in the afternoons and Steinhatchee teachers communicate with Boys and Girls Club teachers on how to best assist the specific needs of individual students.

In accordance with the district Parent Family Engagement Plan, Steinhatchee School hosts individual parent conferences multiple times per year. Parents meet during scheduled conference nights that are advertised with the principal sharing the information using flyers that are sent in Wednesday folders, the Steinhatchee School Face Book page, and Focus messenger. Depending upon preference, parents meet with teachers using an in-person or virtual conference format. Teachers contact parents by phone or individual appointments to discuss student achievement. The first conference was 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 February 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.

Other ways that Steinhatchee School informs parents is through report cards, newsletters, STAR parent letters, iReady parent letters, and individual Reading and Math Deficient letters that parents are asked to sign and return. Since SS does not have ELL students all material is in English. If the case arises where ELL students need to be served, we will use technology to translate and interpret.

Steinhatchee School plans to host an "A" school celebration in coordination with PIT and Character Education in October. Also, Steinhatchee School is working with the Boys and Girls Club to host a Thanksgiving community meal in November.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The primary stakeholders at Steinhatchee School are our staff, students, and their families. Over the last few years we've gotten a lot of traction in building a positive culture and environment at our school by focusing on high expectations for our students. Our teachers and staff are continuing to promote the mindset that by working together and using our collective professional expertise, every student can be positioned for success in achieving mastery of the standards. A great articulation of this partnership is our Title I Compact, that is signed by our primary stakeholders and delineates the shared commitment of staff, students, and families.

Steinhatchee School also has several stakeholder groups that support the work of our students and staff and are instrumental in creating a positive culture and environment at our school. As stated in the previous description, our Parent Involvement Team (PIT) meets at least monthly and provides resources to school staff as well as students and their families. For example, PIT paid for all of our 3rd-5th grade students that met their FSA goals to attend a field trip to Legoland over the summer as a reward of their hard work during the school year. Their theme is "work hard, then play hard." Also, our School Advisory Council (SAC) helps create a positive environment. SAC is comprised of parents, community leaders and business owners. These leaders meet monthly to help school leadership cast vision for our school . In addition, Character Education Now pairs up local business sponsors for each class as well as every school related staff member. Teachers receive a little extra instructional support for students, like subscriptions to multiplication.com, from their sponsor. These partners also provide meals, gifts on birthdays and holidays, and help our school employees feel valued by their community. Finally, Steinhatchee School works closely with the Stingray Unit of the Boys and Girls Club to extend learning beyond the school day. Parents give

written permission for teachers to communicate ways for BGCA to provide additional skills practice tailored to each student and also assist with homework support for students. This resource continues throughout the summer as a means of mitigating summer learning loss. Through these types of shared efforts our community stakeholders facilitate a successful school.