

Taylor County School District

# Steinhatchee School



2017-18 Schoolwide Improvement Plan

## Steinhatchee School

1209 SE 1ST AVE, Steinhatchee, FL 32359

[https://www.edline.net/pages/steinhatchee\\_school](https://www.edline.net/pages/steinhatchee_school)

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	1%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Taylor County School Board on 10/24/2017.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
<b>8-Step Planning and Problem Solving Implementation</b>	<b>16</b>
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
<b>Appendix 1: Implementation Timeline</b>	<b>32</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>34</b>
Professional Development Opportunities	34
Technical Assistance Items	37
<b>Appendix 3: Budget to Support Goals</b>	<b>37</b>

## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Steinhatchee School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. Provide the school's vision statement.

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

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Steinhatchee is a very tightly knit community. Teachers' main vehicle to learn about student culture is through initial positive parental contact. This relationship is strengthened through our Orientation before school begins and our Annual Title I Meeting during the third week of school. We continue to work with every parent through individual conferences and parent tips. These meetings identify individual student levels and provide a benchmark of where the student is and where they need to be by a specific date. Teachers assist the parents in ways to help at home. When the parents know the teachers are tailoring their education in this way, they support the teacher. This flows over to the classroom. In class, teachers build relationships with their students through team building activities, individual interest surveys and cooperative activities. Also, Steinhatchee has instituted a Student Conduct Pledge each morning during the morning news. This is to promote "responsibility" throughout the school day. Our "RAYS" acronym stands for Responsibility Always Yields Success.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Steinhatchee has a smaller student enrollment than most elementary schools. This allows our principal and other staff to be very visible and present on the campus. Students understand that they are expected to treat themselves and others with respect. Students are assured that if an issue should arise, it will be dealt with immediately. During school, the campus is locked down. All visitors must enter through the school office. Visitors may not visit the classrooms during school hours without teacher permission. These measures increase the safety of the children, giving them more time to focus on academic work. Before school, designated areas are supervised to watch students who are arriving on the bus, eating breakfast, and waiting to go to class. After school, a teacher or support person walks the students to their designated areas. Students are accounted for and constantly supervised. The students feel safe because they know the routines and feel comfortable talking to the adults who supervise them.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Our county has developed a discipline matrix. Each infraction has specific actions that are followed. The plan is available online on the district website. Each individual teacher also sets procedures for

their classroom. We believe that clear procedures will eliminate the need for students to be disciplined because of the reduced confusion and clear expectations. A student conduct pledge is recited each morning: "I am responsible for my behavior. I will follow our school rules. I will treat others as I wish to be treated." This pledge was explained during an opening assembly on the first day of school. The "RAYS" acronym was also explained. Each teacher has a set of rules and procedures as well as a list of consequences. Teachers and staff participated in a professional development opportunity with FIN to begin the year. This will provide us with clarity and consistency.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

We live in a community with a high socio- economic need and we address this in many ways. We have a county wide dress code and provide students with clothing and classroom material discretely, should they need it. We also participate in the "backpack program", where food is sent home on Friday to ensure they will have balanced meals over the weekend. All students in Taylor County are offered free breakfast and lunch. Our desire is to promote a strong volunteer program this year. Counseling will be available to those that may need this service.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

The early warning system is the means for targeting students for intervention during early signs of academic and behavioral struggles. This year, our EWS was evaluated with data from the first 20 days of school along with prior year assessment results. We use all the above bulleted list, but also looked at Discovery Education Scores (DEA), D's and F's in reading and math, office referrals, retentions and current ESE students.

**b. Provide the following data related to the school's early warning system**

**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	
Attendance below 90 percent	0	0	3	2	4	2	0	0	0	0	0	0	0	11
One or more suspensions	0	0	1	3	0	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	1	3	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	3	3	4	0	0	0	0	0	0	0	10
D in ELA or Math	0	0	1	4	2	3	0	0	0	0	0	0	0	10
Retention	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 in DEA ELA	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Level 1 in DEA Math	0	0	0	1	2	2	0	0	0	0	0	0	0	5
ESE	0	2	0	0	4	1	1	0	0	0	0	0	0	8

**The number of students identified by the system as exhibiting two or more early warning indicators:**

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

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

A meeting with teachers and admin will occur for every student that is identified through the early warning system. After a decision is made based on data, a parent meeting will be held to inform parents of their student's status. Parents have the right to know how their child is doing compared to the standards and other students. Tier 1 instruction must be consistent, reliable, and provided with fidelity. Adjustments have been made in teacher placement and professional development. Tier one instruction will be monitored and tracked by the principal. Attendance is somewhat of a problem with some students but academic achievement is the main concern. Each student will receive 30 minutes of intervention/extension each day through a technology based plan. There is a cafeteria menu of possible programs to match the needs of the student.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**2. Description**

Parent involvement will include the following: individual parent conferences (two per year). The first conference will focus on prior year data, a review of the progress monitoring assessment results, research based ways that parents can help at home and gathering information from the parent. The second conference will be held during January and will focus on the latest progress monitoring assessments, the status of the student in relation to the Florida standards and ways that parents may assist at home.

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. Parents are asked to sign and return. Since SS does not have any ELL students all material is in English. When we had 1 ELL student, we asked a friend of the family to interpret the information.

The Sheriff's Department for Taylor County provided a hotdog lunch for student orientation. Families attended, enjoyed the lunch and visited the classroom.

Parents and students are encouraged to attend our Thanksgiving Feast, hosted by the Boys and Girls Club in November. Steinhatchee School also has a fabulous Christmas Program that is enjoyed by the community.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Steinhatchee has a very active SAC (School Advisory Council). Through SAC membership, word spreads through our community of school needs. For example, one of the members of the committee hosts a "back to school luncheon" at her local church every August for our teachers and staff. Members of the church gave Walmart gift cards to every teacher. Our community members frequently volunteer in the school, reading to the children and mentoring. When a need arises, community members will provide money or the item in need. Many individuals have brought school supplies to the school. This is truly a community supported school. Steinhatchee School has built many valuable partners in the community. Local business use an "adopt a teacher" program to support teachers. The American Legion is a strong supporter of Steinhatchee School. The American Legion supports the school through donations for special celebrations such as FSA, Summer Reading Program and other rewards. The Boys and Girls Club sponsors the Thanksgiving Dinner for the community.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
McCray, Marion	Principal
Corbin, Lacey	Teacher, ESE
Harden, Melissa	
Stefanelli, Martha	

#### b. Duties

##### **1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

This team consists of a K-2 teacher and 2 grades 3-6 teachers as well as the principal. This team will look at the data and make decisions on how best to use the resources that we have. This group will be representative of all grade levels and will bring individual teacher and student concerns to the discussions. Each of these teachers are considered to be highly effective and model strong instruction in the classroom. Three of the members are very willing to step "outside of the box" to plan.

##### **2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

Steinhatchee School's data-based problem-solving process includes the use of STAR reading and math diagnostic data analysis. We will also be using iReady reading and math as our secondary assessment for progress monitoring. Using these tools to guide our progress monitoring supports instruction. Diagnostic assessments will be used on an as needed basis. We monitor student and small-group intervention effectiveness in remediation and enrichment. Write-Score is used for assessing student's writing in K-5. Data is used for regrouping as necessary. Our Title I aide can help individual students as well as assist with differentiation during literacy and math centers. Again, the principal will be the main person to lead in problem solving based on data.

Federal, State and local funds are used to provide:  
Technology Intervention/Extension Programs  
MTSS support  
Title I Tutoring/Intervention  
Title I Aide  
Title One Parent Liaison and Parent Involvement Funds  
Title 10 Homeless Liaison Support  
Title II - Professional Development Support\Title One 1003A - SIG funds

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jeannie Mathis	Business/Community
Bobbie Rice	Business/Community
Patricia Hurd	Teacher
Janalea England	Parent
Rita Moody	Business/Community
Jodi Shipman	Parent
Claude Smoak	Business/Community
Gabby Davis	Parent
Caleigh Mimms	Parent
Joan Griffin	Education Support Employee
Marion McCray	Principal
Pam Wessells	Business/Community
Laura Harrington	Education Support Employee
Alexis Dorsey	Business/Community
Gina Smith	Business/Community
Echo Roberts	Education Support Employee

### b. Duties

#### 1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

##### a. Evaluation of last year's school improvement plan

Principal discussed last year's plan, noting that the goals that were made were not met. However there was an improvement in ELA proficiency, ELA learning gains and Math learning gains. There was a decrease in Math proficiency.

##### b. Development of this school improvement plan

The SAC will meet in September to discuss the goals that have been suggested based on the available data.

This committee assists in the development of the school improvement plan and provide

recommendations on specific components of the plan to include goals of the school, indicators of school and student progress, and strategies of procedures to measure student performance.

*c. Preparation of the school's annual budget and plan*

The SAC committee has \$ in their budget. Further discussions on the budget will take place at the October meeting.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

The SAC money was spent last year to host a Science presentation for all grades with focus on the Florida standards. Steve Wilson - The Miracle of Science - provided classroom visits as well as an amazing assembly.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
McCray, Marion	Principal
Corbin, Lacey	Teacher, ESE
Harden, Melissa	
Stefanelli, Martha	

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

1. Encourage literacy across the content areas.
2. Use of Imagine Learning, Moby Max and the Accelerated Reader Program online programs to provide intervention/extension activities.
2. Use Write Score Florida Standards assessment to plan the writing curriculum for the school.
3. Students are encouraged to read 20 minutes each night.
4. Teachers will read to their students each day, discuss comprehension strategies, and extend vocabulary.
5. There will also be a couple of "Reading Blitz" weeks to encourage reading.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

There is only one teacher at each grade level in grades K - 3. In 4th - 6th grades, teachers are departmentalized. They have a common planning time in order to make sure student needs are met. There are advantages and disadvantages to being a small school. Teachers do not have another teacher in the school that teaches the same grades or subjects that they teach. This means that they will either visit other schools or rely on each other for a resource.

## **2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

All instructional personnel are members of a professional learning community. The principal adheres to district policies to ensure highly qualified teachers are hired, if possible. Since Steinhatchee School is in an isolated community, it is difficult to always hire those. However, professional development is provided as needed based on best practices and classroom walkthroughs. Teachers that are not part of the HQ group are a part of a PAEC academy to support new teachers. Mentor teachers will also be provided.

## **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

A mentor will be assigned to any teacher on staff in need of additional support for professional growth. The mentor teacher assigned must have a satisfactory or above rating with strengths in classroom management and procedures. The teacher being mentored will be given opportunities to observe model classrooms while receiving assistance as needed. The DA team and the District Support Personnel will provide assistance and support and will use classroom walk-throughs to give information as to where support may be needed. Visits to other schools will be provided as models, if it is determined there would be value in observing a different teaching situation.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.***

Our school uses Journey's ELA curriculum and Go Math. Both are fully aligned with the Florida Standards. Our Fusion science program is aligned with the state science benchmarks. All standards being taught are documented in the On-course lesson plans (an on-line lesson plan we use in Taylor County/Steinhatchee School). This year we will also add Pearson Social Studies to the mix of curriculum. All are on the state adopted list.

#### **b. Instructional Strategies**

##### ***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.***

Our teachers use data chats and monitor their unit and district/state assessments to drive Tier one instruction. Tier one data is used to differentiate in the small groups setting based on student's specific skill need. If a student is still struggling, or they pop up on the early warning system, they will move to tier 2 instruction. Tier 3 is the next step if tier 2 is not effective. All progress is monitored for fidelity through team meetings and data analysis. One example of a tier 3 intervention would be our

Failure Free reading program. Even though Tier I instruction has been an area of concern, we still have to move forward with those students that are in need of Tier 2 intervention.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 5,400

A 90 minute ELA block is provided each day with an additional 30 minutes to include intervention and extension with a strong technology influence.

The Boys and Girls Club provides a certified teacher to help create lesson plans and provide extra help after school with homework. Those students who attend club (over half of our student population) receive character education, physical education, and homework help. Dinner is also provided each evening.

Taylor County provides extended learning opportunities for low performing students through Title One tutoring services, as well as instruction provided during the school day to help the identified students.

**Strategy Rationale**

The services are research-based and specifically designed to increase a students academic achievement. Students who attend a Title 1 school and who scored a level one or two on FSA ELA or Math or students who scored a 40th percentile or below on the STAR in reading or math are identified as eligible for these services. Services begin by the middle of October of each school year.

Tutoring letters and enrollment forms are sent to eligible students before tutoring begins Parents choose the company to provide tutoring (these companies are previously approved by the FLDOE as a state approved tutoring provider) and parents can choose between one on one tutoring, computer based instruction, or small group.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

White, Deana, deana.white@taylor.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

STAR and iready Assessments are completed 3 times per year in the areas of reading and math. Formative - chapter tests in all subjects, cold reads, and checklists are used to adjust instruction as needed.

Summative - FSA STAR and final iReady.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Preschool providers are given an opportunity to collaborate and articulate with the Kindergarten teacher on the expectations for readiness into Kindergarten. Once FLKRS results are available, this could be a basis for this discussion. Since there is only one teacher for each grade level, it is important for teachers to discuss areas of concern with students coming to the next grade level. Lines of communication should be open without placing blame. It is important to establish school wide expectations for students in order for successful academic achievement to occur.

**b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

n/a

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

n/a

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

n/a

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

n/a

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

**1. Data to Support Problem Identification**

**b. Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

**2. Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Based on FSA data, 44% of our students were proficient in ELA. This was a 10% increase. 71% made learning gains in ELA. However, there was a decline in Math proficiency even though there was around 50% learning gains. There continues to be a need for work in comprehension and in math, in general.

### **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

There continues to be a need to boost Tier 1 instruction in reading and math. Even though we are correcting some of the gaps with interventions, it will be best to target instruction. It is not the curriculum it is increasing the rigor in instruction.

### **C. Strategic Goals**

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Using research based instruction and curriculum with fidelity through the use of Journeys and GoMath for Reading and Math, respectively, 50% of students will score Level 3 or above on FSA assessments in grades 3 through 5 and 75% will score at 50%ile or above on the STAR test in Reading and Math in grades K-6.
- G2.** Through the use of instructional online programs (such as Imagine Learning, iReady and Moby Max) and direct intervention in the area of need, 60% of students in grades 4 and 5 will exhibit learning gains on the FSA assessments in reading and math, and 70% of all students will show growth as evidenced through STAR and/or iReady.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** Using research based instruction and curriculum with fidelity through the use of Journeys and GoMath for Reading and Math, respectively, 50% of students will score Level 3 or above on FSA assessments in grades 3 through 5 and 75% will score at 50%ile or above on the STAR test in Reading and Math in grades K-6. **1a**

G095527

**Targets Supported** **1b**

Indicator	Annual Target
Instructional Minutes	1165.0

**Targeted Barriers to Achieving the Goal** **3**

- Stamina - the understanding that mindset is important in the retention of "sticking with something" even when it is difficult
- Professional isolation
- Fidelity of instruction with engagement strategies

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Community support
- Curriculum with built in tiers
- Technology (classroom/labs)
- School Facility
- Boy's and Girl's Club
- Title One Tutoring
- Universal Progress Monitoring Assessments - STAR and iReady

**Plan to Monitor Progress Toward G1.** **8**

Progress monitoring through STAR and iReady will determine if progress in being made.

**Person Responsible**

Marion McCray

**Schedule**

Quarterly, from 8/17/2017 to 5/24/2018

**Evidence of Completion**

Assessment results

**G2.** Through the use of instructional online programs (such as Imagine Learning, iReady and Moby Max) and direct intervention in the area of need, 60% of students in grades 4 and 5 will exhibit learning gains on the FSA assessments in reading and math, and 70% of all students will show growth as evidenced through STAR and/or iReady. 1a

G095528

**Targets Supported** 1b

Indicator	Annual Target
Instructional Minutes	1165.0

**Targeted Barriers to Achieving the Goal** 3

- Student Engagement - students are now passively engaged and we want them to be actively engaged
- Grades on report card need to align with scores on standardized tests
- Inconsistent use of the online programs

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Community support
- Curriculum with built in tier support
- Boys and Girls Club - doing homework and supporting instruction at SS
- SES tutoring after school
- Failure Free Reading program
- Marzano Focused Observation

**Plan to Monitor Progress Toward G2.** 8

Progress monitoring through STAR, iReady, and chapter assessments.

**Person Responsible**

Marion McCray

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Progress monitoring results

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Using research based instruction and curriculum with fidelity through the use of Journeys and GoMath for Reading and Math, respectively, 50% of students will score Level 3 or above on FSA assessments in grades 3 through 5 and 75% will score at 50%ile or above on the STAR test in Reading and Math in grades K-6. **1**

 G095527

**G1.B1** Stamina - the understanding that mindset is important in the retention of "sticking with something" even when it is difficult **2**

 B257220

**G1.B1.S1** Growth Mindset will continue to be stressed through a coaching model using the book - The Growth Mindset Coach **4**

 S272143

### Strategy Rationale

The growth mindset promotes the idea that we keep on even when things are difficult.

### Action Step 1 **5**

Teachers will continue to promote Growth Mindset theory through the use of teacher talk, encouragement and the use of monthly coaching activities. Class DoJo will also be used which promotes growth mindset.

#### Person Responsible

Marion McCray

#### Schedule

Monthly, from 9/5/2017 to 5/25/2018

#### Evidence of Completion

Student survey results

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Teachers and students will use class dojo and continual monthly opportunities to promote the growth mindset. Teacher talk will be evident through class walkthroughs, bulletin boards, and student talk.

**Person Responsible**

Marion McCray

**Schedule**

Weekly, from 8/17/2017 to 5/24/2018

***Evidence of Completion***

CWT forms and observation protocols will provide evidence of strategy usage.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Student engagement and willingness to persist will be monitored through CWT and Marzano observations.

**Person Responsible**

Marion McCray

**Schedule**

Weekly, from 8/17/2017 to 5/24/2018

***Evidence of Completion***

Student engagement levels on CWT and Marzano observation results

**G1.B2 Professional isolation** 2

 B257221

**G1.B2.S1** Teachers in Steinhatchee will visit other schools to observe other grade level teachers in order to have a point of reference for themselves. 4

 S272144

**Strategy Rationale**

Visiting other schools will give teachers a different perspective on what can happen in the classroom.

**Action Step 1** 5

Teachers at Steinhatchee School will visit classrooms in other schools to see how other teachers present content and manage classrooms.

**Person Responsible**

Marion McCray

**Schedule**

On 11/10/2017

**Evidence of Completion**

Travel /Temporary Duty Elsewhere forms.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

A discussion will be held when teachers return on things they will put in place in their classroom OR things that were validated for them.

**Person Responsible**

Marion McCray

**Schedule**

On 11/17/2017

**Evidence of Completion**

Results of discussions and implementation of new learnings. This will be monitored through observations.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom walkthroughs

**Person Responsible**

Marion McCray

**Schedule**

Weekly, from 8/17/2017 to 5/24/2018

***Evidence of Completion***

Results of changes in the classroom.

**G1.B3 Fidelity of instruction with engagement strategies** 2

 B257222

**G1.B3.S1** Use screening data to recognize that there are still many students that are not on grade level.

4

 S272145

**Strategy Rationale**

According to FSA data only 44% of 3rd through 5th graders were proficient in ELA and only 36% in Math.

**Action Step 1** 5

The teachers at Steinhatchee School will review screening and progress monitoring data to target instruction based on student needs.

**Person Responsible**

Marion McCray

**Schedule**

Quarterly, from 8/24/2017 to 5/24/2018

***Evidence of Completion***

Agendas from faculty meetings used to discuss baseline data

**Action Step 2** 5

Teachers will participate in the Professional Development opportunities and coaching for the new Marzano focused observation model.

**Person Responsible**

Marion McCray

**Schedule**

Quarterly, from 8/17/2017 to 5/24/2018

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

CWT data will be used to measure implementation.

**Person Responsible**

Marion McCray

**Schedule**

Weekly, from 8/17/2017 to 5/24/2018

***Evidence of Completion***

CWT and evaluations

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Schedule of CWT and observations

**Person Responsible**

Marion McCray

**Schedule**

Weekly, from 8/24/2017 to 5/24/2018

***Evidence of Completion***

CWT evidence

**G1.B3.S2** Use new Marzano focused observation tool with PD to improve targeted goals and student engagement. 4

 S272146

### **Strategy Rationale**

By using a focused model, classroom planning, instruction and engagement will produce consistent results.

### **Action Step 1** 5

Use Marzano planning and observation tools

#### **Person Responsible**

Marion McCray

#### **Schedule**

Weekly, from 8/24/2017 to 5/24/2018

#### **Evidence of Completion**

### **Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

CWT and observations

#### **Person Responsible**

Marion McCray

#### **Schedule**

Weekly, from 8/24/2017 to 5/24/2018

#### **Evidence of Completion**

Results of CWT and lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

CWT and observations

**Person Responsible**

Marion McCray

**Schedule**

Weekly, from 8/24/2017 to 5/24/2018

**Evidence of Completion**

Results of CWT and observations

**G2.** Through the use of instructional online programs (such as Imagine Learning, iReady and Moby Max) and direct intervention in the area of need, 60% of students in grades 4 and 5 will exhibit learning gains on the FSA assessments in reading and math, and 70% of all students will show growth as evidenced through STAR and/ or iReady. 1

G095528

**G2.B1** Student Engagement - students are now passively engaged and we want them to be actively engaged 2

B257223

**G2.B1.S1** Using online programs provide engagement for students that is not seen in every subject each day. 4

S272147

**Strategy Rationale**

Students are accustomed to being entertained through television and other digital formats. This should ramp up engagement and provide positive academic results.

**Action Step 1 5**

Students will be scheduled to receive intervention and extension through online research based programs.

**Person Responsible**

Marion McCray

**Schedule**

Daily, from 8/24/2017 to 5/24/2018

**Evidence of Completion**

Schedule

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Student use of the programs and intervention schedules will be monitored.

**Person Responsible**

Marion McCray

**Schedule**

Monthly, from 8/24/2017 to 5/24/2018

***Evidence of Completion***

Program results of use

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Monitor use of programs

**Person Responsible**

Marion McCray

**Schedule**

Monthly, from 8/24/2017 to 5/24/2018

***Evidence of Completion***

Program use documentation and lesson plans

**G2.B1.S2** Use of Marzano engagement strategies in daily class routines. 4

S272148

**Strategy Rationale**

Students that are engaged will be more apt to learn.

**Action Step 1** 5

Teachers will use engagement strategies effectively.

**Person Responsible**

Marion McCray

**Schedule**

Daily, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Monitoring of engagement through CWTs and observations

**Person Responsible**

Marion McCray

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

CWTs and observations/progress monitoring results

**Person Responsible**

Marion McCray

**Schedule**

Weekly, from 8/24/2017 to 5/24/2018

***Evidence of Completion***

CWT results/progress monitoring results

**G2.B2** Grades on report card need to align with scores on standardized tests **2**

 B257224

**G2.B2.S1** Grades will reflect actual student performance. **4**

 S272149

**Strategy Rationale**

Grades that are given based on assistance from the teacher are not a true reflection of student abilities. Students will have ample opportunity with a gradual release from "I do", "we do", "you do". Grades will focus on the actual student work.

**Action Step 1** **5**

Ensure that student work that is graded is the student's own work.

**Person Responsible**

Marion McCray

**Schedule**

Every 3 Weeks, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Student grades

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** **6**

Grade reports and report card grades will be reviewed.

**Person Responsible**

Marion McCray

**Schedule**

Quarterly, from 8/17/2017 to 5/24/2018

***Evidence of Completion***

Report card grades

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Grade results in relation to PM assessments

**Person Responsible**

Marion McCray

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Comparative results of grades and PM assessments

**G2.B3** Inconsistent use of the online programs 2

 B257225

**G2.B3.S1** The programs will be monitored for consistent use. 4

 S272150

**Strategy Rationale**

The programs will only be as good as their use. Teachers will use these programs daily.

**Action Step 1** 5

The online programs will be used consistently.

**Person Responsible**

Marion McCray

**Schedule**

Weekly, from 8/17/2017 to 5/24/2018

**Evidence of Completion**

Schedules and monitoring of use.

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

The use of the programs will be monitored.

**Person Responsible**

Marion McCray

**Schedule**

Monthly, from 8/17/2017 to 5/24/2018

***Evidence of Completion***

Program use will be monitored.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Monitoring of use.

**Person Responsible**

Marion McCray

**Schedule**

Monthly, from 8/17/2017 to 5/24/2018

***Evidence of Completion***

Progress monitoring assessment results

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B2.S1.A1 A365011	Teachers at Steinhatchee School will visit classrooms in other schools to see how other teachers...	McCray, Marion	8/17/2017	Travel /Temporary Duty Elsewhere forms.	11/10/2017 one-time
G1.B2.S1.MA1 M390821	A discussion will be held when teachers return on things they will put in place in their classroom...	McCray, Marion	8/17/2017	Results of discussions and implementation of new learnings. This will be monitored through observations.	11/17/2017 one-time
G1.MA1 M390826	Progress monitoring through STAR and iReady will determine if progress in being made.	McCray, Marion	8/17/2017	Assessment results	5/24/2018 quarterly
G2.MA1 M390835	Progress monitoring through STAR, iReady, and chapter assessments.	McCray, Marion	8/10/2017	Progress monitoring results	5/24/2018 quarterly
G1.B1.S1.MA1 M390818	Student engagement and willingness to persist will be monitored through CWT and Marzano...	McCray, Marion	8/17/2017	Student engagement levels on CWT and Marzano observation results	5/24/2018 weekly
G1.B1.S1.MA1 M390819	Teachers and students will use class dojo and continual monthly opportunities to promote the growth...	McCray, Marion	8/17/2017	CWT forms and observation protocols will provide evidence of strategy usage.	5/24/2018 weekly
G1.B2.S1.MA1 M390820	Classroom walkthroughs	McCray, Marion	8/17/2017	Results of changes in the classroom.	5/24/2018 weekly
G1.B3.S1.MA1 M390822	Schedule of CWT and observations	McCray, Marion	8/24/2017	CWT evidence	5/24/2018 weekly
G1.B3.S1.MA1 M390823	CWT data will be used to measure implementation.	McCray, Marion	8/17/2017	CWT and evaluations	5/24/2018 weekly
G1.B3.S1.A1 A365012	The teachers at Steinhatchee School will review screening and progress monitoring data to target...	McCray, Marion	8/24/2017	Agendas from faculty meetings used to discuss baseline data	5/24/2018 quarterly
G1.B3.S1.A2 A365013	Teachers will participate in the Professional Development opportunities and coaching for the new...	McCray, Marion	8/17/2017		5/24/2018 quarterly
G2.B1.S1.MA1 M390827	Monitor use of programs	McCray, Marion	8/24/2017	Program use documentation and lesson plans	5/24/2018 monthly
G2.B1.S1.MA1 M390828	Student use of the programs and intervention schedules will be monitored.	McCray, Marion	8/24/2017	Program results of use	5/24/2018 monthly
G2.B1.S1.A1 A365015	Students will be scheduled to receive intervention and extension through online research based...	McCray, Marion	8/24/2017	Schedule	5/24/2018 daily
G2.B2.S1.MA1 M390831	Grade results in relation to PM assessments	McCray, Marion	8/10/2017	Comparative results of grades and PM assessments	5/24/2018 quarterly
G2.B2.S1.MA1 M390832	Grade reports and report card grades will be reviewed.	McCray, Marion	8/17/2017	Report card grades	5/24/2018 quarterly
G2.B2.S1.A1 A365017	Ensure that student work that is graded is the student's own work.	McCray, Marion	8/10/2017	Student grades	5/24/2018 every-3-weeks
G2.B3.S1.MA1 M390833	Monitoring of use.	McCray, Marion	8/17/2017	Progress monitoring assessment results	5/24/2018 monthly
G2.B3.S1.MA1 M390834	The use of the programs will be monitored.	McCray, Marion	8/17/2017	Program use will be monitored.	5/24/2018 monthly
G2.B3.S1.A1 A365018	The online programs will be used consistently.	McCray, Marion	8/17/2017	Schedules and monitoring of use.	5/24/2018 weekly

Taylor - 0111 - Steinhatchee School - 2017-18 SIP  
Steinhatchee School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S2.MA1 M390824	CWT and observations	McCray, Marion	8/24/2017	Results of CWT and observations	5/24/2018 weekly
G1.B3.S2.MA1 M390825	CWT and observations	McCray, Marion	8/24/2017	Results of CWT and lesson plans	5/24/2018 weekly
G1.B3.S2.A1 A365014	Use Marzano planning and observation tools	McCray, Marion	8/24/2017		5/24/2018 weekly
G2.B1.S2.MA1 M390829	CWTs and observations/progress monitoring results	McCray, Marion	8/24/2017	CWT results/progress monitoring results	5/24/2018 weekly
G2.B1.S2.MA1 M390830	Monitoring of engagement through CWTs and observations	McCray, Marion	8/10/2017		5/24/2018 weekly
G2.B1.S2.A1 A365016	Teachers will use engagement strategies effectively.	McCray, Marion	8/10/2017		5/24/2018 daily
G1.B1.S1.A1 A365010	Teachers will continue to promote Growth Mindset theory through the use of teacher talk,...	McCray, Marion	9/5/2017	Student survey results	5/25/2018 monthly

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Using research based instruction and curriculum with fidelity through the use of Journeys and GoMath for Reading and Math, respectively, 50% of students will score Level 3 or above on FSA assessments in grades 3 through 5 and 75% will score at 50%ile or above on the STAR test in Reading and Math in grades K-6.

**G1.B1** Stamina - the understanding that mindset is important in the retention of "sticking with something" even when it is difficult

**G1.B1.S1** Growth Mindset will continue to be stressed through a coaching model using the book - The Growth Mindset Coach

### PD Opportunity 1

Teachers will continue to promote Growth Mindset theory through the use of teacher talk, encouragement and the use of monthly coaching activities. Class DoJo will also be used which promotes growth mindset.

#### Facilitator

Marion McCray

#### Participants

All teachers working at Steinhatchee school.

#### Schedule

Monthly, from 9/5/2017 to 5/25/2018

**G1.B2** Professional isolation

**G1.B2.S1** Teachers in Steinhatchee will visit other schools to observe other grade level teachers in order to have a point of reference for themselves.

### PD Opportunity 1

Teachers at Steinhatchee School will visit classrooms in other schools to see how other teachers present content and manage classrooms.

#### Facilitator

Marion McCray

#### Participants

Core teachers

#### Schedule

On 11/10/2017

**G1.B3 Fidelity of instruction with engagement strategies**

**G1.B3.S1** Use screening data to recognize that there are still many students that are not on grade level.

**PD Opportunity 1**

Teachers will participate in the Professional Development opportunities and coaching for the new Marzano focused observation model.

**Facilitator**

Marion McCray and district admin

**Participants**

all teachers

**Schedule**

Quarterly, from 8/17/2017 to 5/24/2018

**G2.** Through the use of instructional online programs (such as Imagine Learning, iReady and Moby Max) and direct intervention in the area of need, 60% of students in grades 4 and 5 will exhibit learning gains on the FSA assessments in reading and math, and 70% of all students will show growth as evidenced through STAR and/or iReady.

**G2.B1** Student Engagement - students are now passively engaged and we want them to be actively engaged

**G2.B1.S1** Using online programs provide engagement for students that is not seen in every subject each day.

**PD Opportunity 1**

Students will be scheduled to receive intervention and extension through online research based programs.

**Facilitator**

**Participants**

**Schedule**

Daily, from 8/24/2017 to 5/24/2018

**G2.B1.S2** Use of Marzano engagement strategies in daily class routines.

**PD Opportunity 1**

Teachers will use engagement strategies effectively.

**Facilitator**

Marzano training

**Participants**

teachers

**Schedule**

Daily, from 8/10/2017 to 5/24/2018

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

**G2.** Through the use of instructional online programs (such as Imagine Learning, iReady and Moby Max) and direct intervention in the area of need, 60% of students in grades 4 and 5 will exhibit learning gains on the FSA assessments in reading and math, and 70% of all students will show growth as evidenced through STAR and/or iReady.

**G2.B3** Inconsistent use of the online programs

**G2.B3.S1** The programs will be monitored for consistent use.

**TA Opportunity 1**

The online programs will be used consistently.

**Facilitator**

**Participants**

**Schedule**

Weekly, from 8/17/2017 to 5/24/2018

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Teachers will continue to promote Growth Mindset theory through the use of teacher talk, encouragement and the use of monthly coaching activities. Class DoJo will also be used which promotes growth mindset.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide			\$0.00
<i>Notes: No funding source needed as the school may participate at no extra cost.</i>						
<b>2</b>	<b>G1.B2.S1.A1</b>	<b>Teachers at Steinhatchee School will visit classrooms in other schools to see how other teachers present content and manage classrooms.</b>				<b>\$462.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		\$462.00
<i>Notes: Mileage will be paid at the regular rate for each travel to Perry. This will be 38.50 per teacher; two visits per teacher, will totals \$462.00 total.</i>						
<b>3</b>	<b>G1.B3.S1.A1</b>	<b>The teachers at Steinhatchee School will review screening and progress monitoring data to target instruction based on student needs.</b>				<b>\$0.00</b>
<b>4</b>	<b>G1.B3.S1.A2</b>	<b>Teachers will participate in the Professional Development opportunities and coaching for the new Marzano focused observation model.</b>				<b>\$0.00</b>
<b>5</b>	<b>G1.B3.S2.A1</b>	<b>Use Marzano planning and observation tools</b>				<b>\$0.00</b>

6	G2.B1.S1.A1	Students will be scheduled to receive intervention and extension through online research based programs.	\$0.00
7	G2.B1.S2.A1	Teachers will use engagement strategies effectively.	\$0.00
8	G2.B2.S1.A1	Ensure that student work that is graded is the student's own work.	\$0.00
9	G2.B3.S1.A1	The online programs will be used consistently.	\$0.00
<b>Total:</b>			<b>\$462.00</b>