

Taylor County School District

Steinhatchee School



2019-20 Schoolwide Improvement Plan

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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-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2018-19 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 | 2018-19: A (92%) 2017-18: F (28%) 2016-17: C (51%) 2015-16: C (43%) 2014-15: C (49%) |
| 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.

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School Demographics

| School Type and Grades Served (per MSID File) | 2018-19 Title I School | 2018-19 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 | 3% |

School Grades History

| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------|---------|---------|---------|---------|
| Grade | A | F | C | C |

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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

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

| Name | Title | Job Duties and Responsibilities |
|--------------------|---------------|---------------------------------|
| McCray, Marion | Teacher, ESE | |
| Harden, Melissa | Teacher, K-12 | |
| Stefanelli, Martha | Teacher, K-12 | |
| Bray, Jimmy | Principal | |
| Lilliott, Laurie | Teacher, K-12 | |
| Carmichael, Megan | Teacher, K-12 | |
| Corbin, Lacey | Teacher, K-12 | |

Early Warning Systems

Current Year

The number of students by 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 | 6 | 13 | 13 | 7 | 10 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| Attendance below 90 percent | 0 | 1 | 1 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| One or more suspensions | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Course failure in ELA or Math | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

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

FTE units allocated to school (total number of teacher units)

7

Date this data was collected or last updated

Wednesday 8/14/2019

Prior Year - As Reported

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 | 2 | 5 | 2 | 2 | 2 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| One or more suspensions | 0 | 1 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Course failure in ELA or Math | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on statewide assessment | 3 | 6 | 3 | 2 | 7 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |

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 | 0 | 3 | 1 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |

Prior Year - Updated

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 | 2 | 5 | 2 | 2 | 2 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| One or more suspensions | 0 | 1 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Course failure in ELA or Math | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on statewide assessment | 3 | 6 | 3 | 2 | 7 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |

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 | 0 | 3 | 1 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |

Part II: Needs Assessment/Analysis

School Data

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 | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 91% | 73% | 57% | 44% | 47% | 55% |
| ELA Learning Gains | 93% | 75% | 58% | 71% | 59% | 57% |
| ELA Lowest 25th Percentile | 0% | 56% | 53% | 0% | 47% | 52% |
| Math Achievement | 91% | 78% | 63% | 36% | 47% | 61% |
| Math Learning Gains | 93% | 78% | 62% | 53% | 49% | 61% |
| Math Lowest 25th Percentile | 0% | 56% | 51% | 0% | 34% | 51% |
| Science Achievement | 0% | 53% | 53% | 0% | 50% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---------------------------------|-----------------------------------|--------|--------|-------|--------|-------|--------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Number of students enrolled | 6 (0) | 13 (0) | 13 (0) | 7 (0) | 10 (0) | 9 (0) | 58 (0) |
| Attendance below 90 percent | 0 (2) | 1 (5) | 1 (2) | 1 (2) | 2 (2) | 1 (4) | 6 (17) |
| One or more suspensions | 0 (0) | 0 (1) | 0 (0) | 0 (2) | 2 (0) | 1 (1) | 3 (4) |
| Course failure in ELA or Math | 0 (0) | 1 (1) | 1 (0) | 0 (0) | 1 (0) | 0 (0) | 3 (1) |
| Level 1 on statewide assessment | 0 (3) | 0 (6) | 0 (3) | 1 (2) | 3 (7) | 0 (4) | 4 (25) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 0% | 59% | -59% | 58% | -58% |
| | 2018 | 60% | 55% | 5% | 57% | 3% |
| Same Grade Comparison | | -60% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 80% | 58% | 22% | 58% | 22% |
| | 2018 | 0% | 47% | -47% | 56% | -56% |
| Same Grade Comparison | | 80% | | | | |
| Cohort Comparison | | 20% | | | | |
| 05 | 2019 | 80% | 46% | 34% | 56% | 24% |
| | 2018 | 0% | 43% | -43% | 55% | -55% |
| Same Grade Comparison | | 80% | | | | |
| Cohort Comparison | | 80% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 0% | 71% | -71% | 62% | -62% |
| | 2018 | 80% | 68% | 12% | 62% | 18% |
| Same Grade Comparison | | -80% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 70% | 67% | 3% | 64% | 6% |
| | 2018 | 0% | 51% | -51% | 62% | -62% |
| Same Grade Comparison | | 70% | | | | |
| Cohort Comparison | | -10% | | | | |
| 05 | 2019 | 90% | 60% | 30% | 60% | 30% |
| | 2018 | 0% | 41% | -41% | 61% | -61% |
| Same Grade Comparison | | 90% | | | | |
| Cohort Comparison | | 90% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 80% | 54% | 26% | 53% | 27% |
| | 2018 | 0% | 51% | -51% | 55% | -55% |
| Same Grade Comparison | | 80% | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 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 | | | | | | | |
| 2018 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 2016-17 | C & C Accel 2016-17 |
| WHT | 37 | 29 | | 33 | 19 | | | | | | |
| FRL | 33 | 27 | | 30 | 18 | | | | | | |
| 2017 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 2015-16 | C & C Accel 2015-16 |
| WHT | 46 | 71 | | 38 | 53 | | | | | | |
| FRL | 43 | 73 | | 38 | 60 | | | | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 92 |
| 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 | 368 |
| 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% | |
| 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% | |
| 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% | |
| 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% | |
| 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% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | |

| Hispanic Students | |
|--|-----|
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| 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% | |
| 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% | |
| White Students | |
| Federal Index - White Students | 94 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 90 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The writing component of FSA ELA is still below the state average. There was improvement from prior years. This was the first year that there were no scores of "0" in writing. Our range was from 4 - 8. We have not had a score over 7 until this year. There were only 2 students that scored a "4".

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

There was no decline from the prior year. The school grade increased from an "F" to an "A".

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was writing. This is an improving data component, but a gap is still present. Steinhatchee School is one year into a school-wide writing approach facilitated by training through Core Connections. Since the content builds progressively as students advance through grade levels there is anticipation of continued improvement if the program is implemented with fidelity.

Which data component showed the most improvement? What new actions did your school take in this area?

All components increased but Math was the most pronounced in terms of growth and proficiency compared to prior years. There were different instructors for third through fifth grade Math. Steinhatchee is a very small school and the two instructors represented a 100% difference in delivery of instruction. Additionally, LSI provided professional development in target-task alignment and success criteria that were particularly instrumental in boosting student performance.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One potential area of concern in Taylor County as a whole is student attendance. Also, with the extremely high student achievement results, as indicated by an overall Federal Index of 92%, there is concern about the difficulty in maintaining similar success.

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

1. Text-based writing
2. Target/task alignment
3. Success Criteria
4. Attendance
5. Growth Mindset/Attitude

Part III: Planning for Improvement

Areas of Focus:

| #1 | |
|---|---|
| Title | Text-Based Writing |
| Rationale | In a year where 93% of students showed a year's worth of learning gains on FSA and 91% scored proficient, the average student score in the text based writing category was still below state average. For this reason, text-based writing is the area of focus for Steinhatchee's School Improvement Plan. |
| State the measurable outcome the school plans to achieve | Average student score will be at or above the state average in the text-based writing category on the Spring 2020 FSA. |
| Person responsible for monitoring outcome | James Bray (james.bray@taylor.k12.fl.us) |
| Evidence-based Strategy | Core Connections will provide professional development through modeling of best instructional practices in the classroom for teachers with their specific students in order to enhance instruction for text-based writing. This is reinforced with reflective discussions and next steps after the modeling instruction takes place. Core Connections provides a comprehensive approach to text-based writing across grade levels including how to analyze prompts, deconstruct text, and formulate a writing plan that follows a specific process. |
| Rationale for Evidence-based Strategy | In the inaugural year of using Core Connections Steinhatchee students substantially improved their text-based writing skills. The low score floor was raised as evidenced by all students earning points in the text-based writing category. As students continue to advance through grades the continuity of using and building upon Core Connections strategies from the prior year as part of a school-wide approach should continue to yield improvement to text-based writing. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Provide 5 Core Connections Writing Professional Development Days for Teachers 2. Use the Core Connections walk-through checklist to ensure that strategies are being implemented in the classroom. 3. Monitor student performance through the Write Score progress monitoring assessment 3 times a year. 4. Check teacher lesson plans for documentation of text-based writing instruction implementation. 5. Work collaboratively with Core Connections facilitators to provide teachers feedback on text-based writing instruction. 6. LSI - Ignite Academic Teaming Professional Development. 7. Monitor Academic Teaming implementation through lesson plans and classroom observations. |
| Person Responsible | James Bray (james.bray@taylor.k12.fl.us) |

| #2 | |
|---|--|
| Title | Attendance and Achievement |
| Rationale | Given the difficulty of sustaining success, special focus must be given to students' maintaining the substantial achievement gains in FSA from 2018-2019. Student attendance is essential for a continuation of achievement progress. |
| State the measurable outcome the school plans to achieve | Ninety-five percent of students will attend school ninety-five percent of the school year. This will be tracked using daily as well as weekly average attendance. Also, seventy percent of students in grades 3-5 will score proficient and make learning gains in both subject areas of FSA. |
| Person responsible for monitoring outcome | James Bray (james.bray@taylor.k12.fl.us) |
| Evidence-based Strategy | Attendance will be tracked as well as announced and incentives will be given on a daily basis. Teachers will consistently conduct student data chats to discuss progress monitoring results as soon as they become available. Teachers will be given performance bonuses based on student learning gains and proficiency. |
| Rationale for Evidence-based Strategy | Things that get measured get done. By tracking attendance daily and giving individual as well as class incentives for attendance, the percentage of students present should increase. Steinhatchee School is partnering with community organizations including the American Legion to provide reward boxes for each classroom, and Character Education Now is providing ice cream for classes upon 10 days of perfect attendance. Also, as teachers provide feedback on progress monitoring to their students, student ownership of learning and achievement should increase. Teachers will be rewarded for providing instruction that leads to their students' success through performance bonuses. This will be based on FSA results if applicable or I-Ready progress monitoring data in Non- FSA assessed grades. All instructional staff evaluations at Steinhatchee School include either a VAM rating or an evaluation based on student growth. Teachers must have a minimum of 60% learning gains or proficiency to qualify. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Monitor attendance on a daily basis. 2. Announce perfect class attendance from the prior day on the morning announcements. 3. Provide individual and class rewards based on attendance. 4. Teachers will use I-Ready student data chat forms to discuss progress monitoring results with students. 5. Teachers will be given bonuses based on evaluations concerning student performance on FSA/I-Ready. |
| Person Responsible | James Bray (james.bray@taylor.k12.fl.us) |

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Parent involvement will include the following: individual parent conferences (two per year). The first conference will be held in September, and focus on prior year data, a review of the progress monitoring assessment results, research based ways that parents can help at home as well as gathering information from the parent. The second conference will be held during February 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. We will have 1 ELL student. We will use technology to transport and interpret.

The Sheriff's Department for Taylor County will provide a hotdog lunch for parent engagement night. Families will be able to eat and then greet the new teacher.

Parents and students are encouraged to attend our "A" School Celebration, Thanksgiving Feast, hosted by the Boys and Girls Club in November. We plan to host a couple of parent nights to give helpful tips and update parents on the progress at Steinhatchee School.

PFEP Link

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

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.

While we live in a community with a high socio- economic need, we also enjoy tremendous community support that allows us to address needs in many ways. We have a community sponsored "Kristopher's Closet" which is a clothes closet when students are in need. We also participate in the "backpack program" through Taylor District Schools, where food is sent home on Friday to ensure they will have balanced meals over the weekend. We have a strong relationship with our local food pantry, "Sowers of the Seed", that are available to meet food needs at the home level. All students in Taylor County are offered free breakfast and lunch. Our desire is to promote a strong volunteer and mentoring program this year. Character Education is an organization that works closely with our school to support students and provide lessons about making positive choices. Counseling will be available to those that may need this service.

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.

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

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

| 1 | III.A. | Areas of Focus: Text-Based Writing | | | | \$14,000.00 |
|---|----------|---|---|--------------------------|-----|-------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 6400 | 310-Professional and Technical Services | 0111 - Steinhatchee School | School Improvement Funds | | \$5,000.00 |
| | | | <i>Notes: Core Connections Professional Development Text-Based Writing Training</i> | | | |
| | 6400 | 310-Professional and Technical Services | 0111 - Steinhatchee School | School Improvement Funds | | \$6,000.00 |
| | | | <i>Notes: LSI Professional Development - Ignite Academic Teaming</i> | | | |

| | | | | | | |
|----------|---------------|---|---|--------------------------|---------------|--------------------|
| | 6400 | 500-Materials and Supplies | 0111 - Steinhatchee School | School Improvement Funds | | \$3,000.00 |
| | | | <i>Notes: LSI Professional Development - Materials and Supplies</i> | | | |
| 2 | III.A. | Areas of Focus: Attendance and Achievement | | | | \$11,386.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 120-Classroom Teachers | 0111 - Steinhatchee School | School Improvement Funds | | \$8,000.00 |
| | | | <i>Notes: Bonus pay for instructional staff that attain at least 60% proficiency and/or learning gains for the students assigned to them.</i> | | | |
| | 5100 | 510-Supplies | 0111 - Steinhatchee School | School Improvement Funds | | \$1,386.00 |
| | | | <i>Notes: Materials and resources necessary for mentoring and student led conference nights.</i> | | | |
| | 5100 | 510-Supplies | 0111 - Steinhatchee School | School Improvement Funds | | \$2,000.00 |
| | | | <i>Notes: Classroom equipment designed to support student achievement and supplies necessary for character building activities.</i> | | | |
| | | | | | Total: | \$25,386.00 |