Steinhatchee School

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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)	**2020-21 Title I School**	**2020-21 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	2%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	F

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Bray, James	Principal	Instructional leadership and guidance to support learning gains and achievement for all students.
Harden, Melissa	Teacher, K-12	Self contained third grade teacher.
Carmichael, Megan	Teacher, K-12	Self contained second grade teacher.
Lilliott, Laurie	Teacher, K-12	Self contained first grade teacher.
Stefanelli, Martha	Teacher, K-12	Self contained kindergarten teacher.

Demographic Information

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

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school
7

Total number of students enrolled at the school
105

Identify the number of instructional staff who left the school during the 2020-21 school year.
0

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

Demographic Data

Early Warning Systems

2021-22

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

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated
Monday 9/27/2021

2020-21 - 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	
Number of students enrolled	17	17	8	16	10	11	0	0	0	0	0	0	0	79
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	0	0	0	0	0	0	0	0	0	0	

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

2020-21 - 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	
Number of students enrolled	17	17	8	16	10	11	0	0	0	0	0	0	0	79
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	0	0	0	0	0	0	0	0	0	0	

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				91%	73%	57%	36%	43%	56%
ELA Learning Gains				93%	75%	58%	27%	38%	55%
ELA Lowest 25th Percentile					56%	53%		39%	48%
Math Achievement				91%	78%	63%	32%	44%	62%
Math Learning Gains				93%	78%	62%	18%	31%	59%
Math Lowest 25th Percentile					56%	51%		30%	47%
Science Achievement					53%	53%		53%	55%

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

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	59%	-59%	58%	-58%
Cohort Comparison						
04	2021					
	2019	80%	58%	22%	58%	22%
Cohort Comparison		0%				
05	2021					
	2019	80%	46%	34%	56%	24%
Cohort Comparison		-80%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	71%	-71%	62%	-62%
Cohort Comparison						
04	2021					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	70%	67%	3%	64%	6%
Cohort Comparison		0%				
05	2021					
	2019	90%	60%	30%	60%	30%
Cohort Comparison		-70%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	80%	54%	26%	53%	27%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades 1-5 use I-Ready for progress monitoring for ELA and Math. 5th grade teacher creates their own progress monitoring for Science. Steinhatchee School does not currently serve sixth grade.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners	15/14%	15/34%	15/40%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners	15/0%	15/67%	15/93%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	8/13%	8/25%	8/38%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8/13%	8/38%	8/63%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13/27%	13/77%	14/100%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13/16%	13/39%	14/65%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9/55%	10/50%	10/80%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9/33%	10/50%	10/100%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10/60%	11/63%	11/91%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10/50%	11/72%	11/91%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	10/50%	11/64%	11/91%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	NA
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	NA
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	86

ESSA Federal Index	
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	429
Total Components for the Federal Index	5
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 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	86
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	83
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

According to progress monitoring data, students in grades 3-5 are scoring proficient in both reading and math at higher rates than students in grades K-2. 2021 FSA data confirms the success in grades 3-5 predicted by I-Ready AP-3, with 86 points earned for the school grade.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Vocabulary as well as comprehending informational text appear to be areas in greatest need for improvement based on progress monitoring data from I-Ready AP-3 of last year and I-Ready AP-1 of this year.

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

Steinhatchee students live in an isolated community in a low socio-economic area and receive additional funding through its designation as a small and isolated school. This leads to fewer occasions for vocabulary acquisition and limited exposure to informational texts in the home setting. We need to create more opportunities for students to practice text-based reading skills along with

multiple exposures to vocabulary where students can make connections between the new word and previously known words. In addition, systematic morphology instruction needs to be used to assist students in unlocking the meaning of unknown words. Also, we need to maximize our newly adopted ELA curriculum, Wonders, by fully implementing the program with fidelity.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The text-based writing content area in grades 4/5 was an area of concern following the 2019 FSA. This was due to the average points earned in that content area falling below the average points earned by other students throughout the state. On the 2021 FSA, Steinhatchee's average points earned by students on the text-based writing content area matched the state average and 62% of students met or exceeded the state average for points earned in that category.

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

Our school received professional development for text-based writing through the consulting company Core Connections. We also purchased Write Score progress monitoring resources. We closely monitored standards mastery results on I-Ready and provided interventions as needed to support skill development. Also, teachers and administrators met with students frequently for data chats to offer encouragement and set learning goals in an effort to promote a culture where students "own their data". Also, funding sources from TSSSA, Title IV, and Title I were coordinated and integrated to provide instruction as well as transportation to afterschool learning opportunities across multiple grade levels. This will be continued as long as funding is available.

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

First, we need to use accurate diagnostics to determine student baseline data. Next, we need to ensure that all students are receiving Tier 1 instruction that covers every grade level standards through a systematic approach with appropriate rigor. This must include breaking each standard into manageable chunks with clear targets as well as matching tasks and monitoring techniques. Also, we need to track and target the specific deficits identified through diagnostics and formative assessments. This should take place informally during Tier 1 instruction as well as formally through Tier 2 and Tier 3 interventions. Ongoing progress monitoring will be used to track student progression towards grade level standards acquisition. Comprehensive needs assessments will be conducted during monthly MTSS meetings to ensure that appropriate support is provided to all students in order for them to meet our challenging state academic standards.

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

Wonders training will be provided to ensure appropriate Tier 1 ELA instruction is being implemented school-wide. I-Ready training will be used to assist in proper use of diagnostics, ongoing progress monitoring, individualized student learning paths, and teacher tool box for Tier 2 interventions. System 44/Read 180 professional development will be used to assist Tier 3 ELA interventions. Write Score training will be used for text-based writing and informational text comprehension support.

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

Steinhatchee School will continue to partner with K-12 Lift to analyze data and identify areas in need of instructional improvement. Also, our district leadership team will meet quarterly to assess progress towards achievement goals as well as identifying areas in need of improvement. Teachers will meet

quarterly to coordinate the use of strategies that assist students as they move across transitional grade levels in order to optimize their potential for success. We plan to continue using paras and tutors funded though CARES as an additional resource during the school day for an additional year. As new teachers are hired, they will be partnered with an experienced mentor to assist in the induction process. As funding permits we will continue to use TSSSA or other grants to provide bonuses for teachers with highly effective VAM scores in an effort to retain and recruit quality instructional personnel. Also, Title I after school tutoring will be used in the second semester of each school year. Finally, we will continue to work closely with BGCA for daily after school support as well as support for students during the summer.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Vocabulary appears to be the area in greatest need for improvement based on progress monitoring data from I-Ready AP-3 of last year and I-Ready AP-1 of this year. This is also borne out when considering the average points earned in related ELA content areas on 2021 FSA.
Measurable Outcome:	75% or more of third through fifth grade students will score mid grade level or higher in the vocabulary content area on the 2021-2022 I-Ready ELA AP-3.
Monitoring:	Students will be given the I-Ready diagnostic 3 times per year. The STAR will be administered in the months that I-Ready isn't used. Standards mastery will be used once every three weeks for ELA. James Bray will track these data points on individual student data sheets kept for each student. He will share this information with the student's teacher and meet with each student periodically for a data chat using the single page document as the basis for discussion and goal setting.
Person responsible for monitoring outcome:	James Bray (james.bray@taylor.k12.fl.us)
Evidence-based Strategy:	Teachers will use morphology based instruction of prefixes, suffixes, and roots to aid in vocabulary development by explicitly teaching concrete steps for students to employ in order to construct meaning by combining their understanding of individual word parts into a cohesive whole.
Rationale for Evidence-based Strategy:	Steinhatchee School principal, James Bray. attended a Kendore training through PAEC that recommended this approach to improve vocabulary acquisition. He also used morphology resources to aid vocabulary through the Florida Center for Reading Research (FCRR).

Action Steps to Implement

1. Third through fifth grade teachers will provide direct instruction of morphology based vocabulary strategies to students.
2. Teachers will model how to break apart words by affix and root, and assign meaning to their parts, before combining the parts to construct meaning for the word.
3. Teachers will provide multi-sensory Kendore cards for students to work with in groups to build words using roots and affixes.
4. Students will use newly purchased Versatile centers for independent vocabulary skills practice.
5. Teachers will assign vocabulary practice lessons through the newly purchased IXL learning platform.
6. James Bray will track student progress monitoring data for vocabulary and share the information with the teacher and student through data chats.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Steinhatchee School data isn't available at the SafeSchoolsforAlex.org site.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Steinhatchee School builds a positive culture through collaboration with all school community stakeholders. We provide frequent information updates through our school Face Book page and Class Dojo communication app. Our Parent Involvement Team (PIT) meets virtually through "Microsoft Teams" and parents receive email invitations to the meetings upon request. PIT provides input to school staff and provides student as well as teacher support. Our community wide School Advisory Council (SAC) meets monthly to help drive decision making in the best interest of students. Community based "Character Education" lines up local business sponsors for each class as well as every school related staff member. Character Education also coordinates with the school to sponsor community events throughout the school year. Steinhatchee School also shares campus space with the Boys and Girls Club. Approximately half of our students attend in the afternoons and Steinhatchee teachers communicate with Boys and Girls Club teachers on how to best assist the specific needs of individual students. As we anticipate campus access restrictions easing moving forward, we will return to an in person conference format.

In accordance with the district Parent Family Engagement Plan, Steinhatchee School hosts individual parent conferences multiple times per year. Due to visitation restrictions, parents have been reached during scheduled conference nights through the principal sharing update information as well as videos on Class Dojo and the Steinhatchee School Face Book page. Teachers contact parents by phone or individual appointments to discuss student achievement. The first conference was held in mid September and focused 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. Our school uses these meetings as an opportunity to share student data sheets formatted by the data consulting group, K-12 Lift, that is contracted through the district. We also work closely with PAEC sponsored "Read With Me", to increase parent involvement through literacy presentations and material distributions.

Other ways that Steinhatchee School informs parents is through report cards, newsletters, STAR parent

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

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

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

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

Steinhatchee School also has several stakeholder groups that support the work of our students and staff and are instrumental in creating a positive culture and environment at our school. As stated in the previous description, our Parent Involvement Team (PIT) meets at least monthly and provides resources to school staff as well as students and their families. For example, PIT paid for all of our K-5 students to attend a field trip to Wild Adventures last year as a reward of their hard work during the school year. Their theme is "work hard, then play hard." Also, our School Advisory Council (SAC) helps create a positive environment. SAC is comprised of parents, community leaders and business owners. These leaders meet monthly to help school leadership cast vision for our school . In addition, Character Education Now pairs up local business sponsors for each class as well as every school related staff member. Teachers receive a little extra instructional support for students, like subscriptions to multiplication.com, from their sponsor. These partners also provide meals, gifts on birthdays and holidays, and help our school employees feel valued by their community. Finally, Steinhatchee School works closely with the Stingray Unit of the Boys and Girls Club to extend learning beyond the school day. Parents give written permission for teachers to communicate ways for BGCA to provide additional skills practice tailored to each student and also assist with homework support for students. This resource continues throughout the summer as a means of mitigating summer learning loss. Through these types of shared efforts our community stakeholders facilitate a successful school.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00