Zolfo Springs Elementary School

2017-18 School Improvement Plan

Zolfo Springs Elementary School

3215 SCHOOL HOUSE RD, Zolfo Springs, FL 33890

www.hardee.k12.fl.us/zolfo_springs/index.htm

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**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

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

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 is pending approval by the Hardee County School Board.

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.

Table of Contents

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 Zolfo Springs Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Achieving excellence in a safe, positive, learning environment.

b. Provide the school's vision statement

Building learning partnerships with home, school, and community to ensure personal and academic excellence.

2. School Environment

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

ZSE provides an open house so that students have an opportunity to meet their teachers prior to the start of school. During the first several weeks of school, teachers use Kagan class building and team building exercises to develop positive relationships among students and themselves. A student/parent/teacher conference is held for each student during the first six weeks of school. During this conference, the expectations and roles of each party are reviewed and all parties sign a compact promising to uphold their roles. Data chats are held between teachers, parents, and students to provide positive communication of progress and areas of need. Home visits are encouraged and often used by teachers to see students in their own personal environment. Parent nights are available to all parents on a monthly basis.

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

ZSE uses a positive behavior support (PBS) system to promote a safe environment. A school-wide assembly is held during the first week of school to review the expectations and model appropriate and inappropriate behaviors for faculty, staff, and students.

Assigned staff members are present and on duty before school as students arrive. Our PE coach greets walkers each morning as they enter the school. Safety patrol and assigned staff greet and open doors for car riders as they arrive. An educational service personnel is on duty daily to greet and assist students arriving by bus. Trained 5th grade safety patrol members are also on duty before and after school to monitor hallways, raise and lower the flags, and assist students and teachers as needed.

All volunteers must be district approved each school year. Before entering a school building or classroom, all visitors/volunteers must sign in through the front office and obtain a visitor's pass. Faculty and staff monitor visitors/volunteers entering the campus so that we can ensure that he/she obtained the pass and is approved. This procedure extends to field trips, as well.

A school safety committee meets quarterly to address safety concerns. The committee performs a school-wide walkthrough to assure fire extinguishers and emergency equipment are properly functioning. A fire drill is conducted monthly as well as a yearly tornado drill and emergency lock-down drill. By practicing these drills, students should feel confident and protected in the event that a true emergency should occur.

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

ZSE believes that behavior has to be taught, just like academics. Therefore, we use a positive behavior support (PBS) system to encourage and model appropriate behaviors while using effective consequences to discourage inappropriate behaviors. A school-wide assembly is held during the first week of school to review the expectations and model appropriate and inappropriate behaviors for faculty, staff, and students.

School-wide expectations and rules have been developed and displayed in settings across the campus to teach students appropriate behavior wherever they are. Ex. – Hallway, cafeteria, playground, restroom, etc. Classroom teachers use a similar model to develop expectations for their classroom motivation and management while in their rooms. Targeted group behaviors are addressed through small group sessions with the guidance counselor. Behavioral intervention plans are developed for those individual students needing additional assistance with monitoring their behaviors.

A school-wide reward system is used to award "Cat Cash" to students who model appropriate behaviors. Students can then spend their "Cat Cash" immediately by purchasing tangible items from the PBS store. For those who choose to save their cash, quarterly events are held at the end of each nine week grading period such as a dance party, picnic, sports game, or field day.

Discipline referral processes and procedures are consistent throughout the school. Before a student receives an office referral, the teacher has to track their behavior. If the offense is major, like fighting, the student could go straight to the office. The goal is to have teachers re-teach students better choices to make in response to their behaviors.

Data is reviewed quarterly by the PBS team to help track progress and identify areas to target for intervention.

ZSE's PBS model aims to build functional, effective environments in which appropriate behavior is more effective than problem behavior.

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

At ZSE, we use a positive behavior support (PBS) system to encourage and model appropriate behaviors while using effective consequences to discourage inappropriate behaviors. Monthly guidance lessons are taught in classrooms to promote team and class building. Lessons address friendship, bullying, abuse, as well as many other topics. Students may be referred for counseling to the guidance office. Small group counseling sessions are held for students with similar needs. For those with more severe needs, individual counseling may be provided by the guidance counselor or school psychologist. Students whose needs may not have been met through these services may be referred for the MTSS team to develop an appropriate plan.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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 school leadership team is assigned to specific grade levels to provide academic and behavior support.

Together they will monitor the following:

1. Attendance below 90%--each absence or tardy does prompt a daily attendance call to parents notifying of the absence/tardy
2. Academic monitoring of Level 1 and 2 students in reading and math
3. One or more suspensions--in/out of school
4. Attaining a D or F in reading and/or math on report card
5. Attendance and progress on students attending the after school program--pre/post test
6. Students lacking support from home

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	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	2	0	0	0	0	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	15	8	5	7	1	0	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	7	7	16	0	0	0	0	0	0	0	30
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	29	20	0	0	0	0	0	0	0	49

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

The school leadership team is assigned to specific grade levels to provide academic and behavior support. The team will delineate academic needs in reading, math, and interventions for struggling students. Leigh LaJeunesse, Assistant Principal, will review weekly data, with the leadership team reviewing monthly. A newsletter, Cat Tracks, is sent electronically every Monday indicating attendance percentages per grade level. Truancy meetings are held monthly to address excessive absences or tardies, as needed.

Leigh LaJeunesse, Assistant Principal, will monitor office referrals and possible suspensions using FOCUS.

MTSS meetings are held for students needing academic monitoring and interventions implemented.

Students lacking support at home have the opportunity to attend the homework help session in the media center every morning before school. Paraprofessionals are assigned in grades K-2, and ELL support is given school wide. Special area teachers also provide remediation in 3rd grade classrooms daily.

Level 1 students in grades 3-5 are served for intensive remediation in the areas of ELA and/or math.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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?

No

1. PFEP Link

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

2. Description

ZSE provides an open house so that students have an opportunity to meet their teachers prior to the start of school. A student/parent/teacher conference is held for each student during the first six weeks of school. During this conference, the expectations and roles of each party are reviewed and all parties sign a compact promising to uphold their roles. Data chat conferences are held quarterly between teachers, parents, and students to provide positive communication of progress and areas of need. Specific dates are set aside for parent conferences during evening hours to accommodate working parents. Home visits are encouraged and often used by teachers to see students in their own personal environment.

Daily correspondence through a planner or binder goes home to be signed by parents. Weekly reports go home from classroom teachers discussing current curriculum, homework, and classroom activities. Many teachers have incorporated DoJo into their daily correspondence between parents and students. Class DoJo connects teachers with students and parents to build classroom communities. Remind texting correspondence to parents allows ZSE to send messages regarding upcoming events, community events, and school wide messages.

A newsletter goes home to parents from the school monthly including grade level accomplishments, progress on the school improvement plan, and opportunities to get involved as a parent. An automated phone messaging system, Edulink, is used to inform parents of upcoming school events or absences of their child. ZSE also solicits feedback from parents on surveys regarding Title 1 and parent involvement yearly. Parents may share their comfort level in contacting teachers and administrators with questions or problems.

A Title 1 Orientation is held in the first month of school to review student achievement data, share Title 1 requirements, and educate parents on their rights to participate in school activities. Bi-monthly parent nights are held to provide valuable information regarding the curriculum and provide fun, but educational opportunities for parents and students to interact with the curriculum.

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

The Hardee Educational Committee meets quarterly to partner local businesses with district schools for community support. Reports on current events and needs are given by a representative from each school. The team then works to partner schools with businesses who are able to support their needs. Local businesses provide ZSE with guest speakers, judges for a yearly science fair, field representatives for career day, an educational field trip to the Florida Aquarium, monetary donations as needed, and a faculty appreciation luncheon yearly.

The Hardee High School partners with ZSE by sending students to work with our elementary students. The STEM members work with fifth grade students to prepare science projects and serve as guest

judges along with a member of the business community. The Hardee County FFA chapter provides guest readers during Ag Literacy Week to enlighten students on how all jobs require reading. Mid-Florida Credit Union also provides guest readers and donates a book to all kindergarten students.

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
Pohl, Tammy	Principal
Ussery, Sharon	Teacher, K-12
Shivers, Sandy	Teacher, K-12
Gicker, Kari	Teacher, K-12
Moreau, Nicole	Teacher, K-12
Coleman, Angella	Instructional Coach
Dean, Jackie	Teacher, K-12
LaJeunesse, Leigh	Assistant Principal
Chapman, Krystin	Guidance Counselor
Thomas, Ketus	Teacher, K-12
Woods, Amy	Teacher, K-12

b. Duties

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

The school-based leadership team will meet monthly to engage in shared decision making using the following activities: review data, monitor and strengthen core curriculum, monitor implementation of the School Improvement Plan, and suggest ideas to improve the school wide culture of setting high expectations and believing all students can learn. The team will review iReady benchmarks and weekly reading assessment data to link to instructional decisions regarding the core curriculum effectiveness. They will also review progress monitoring data at the grade level and classroom level to identify classrooms or students who are meeting/not meeting expectations. A district comparison of data is also conducted by the leadership team. This information helps each team member assist grade level representatives in determining whether the deficiencies are student, teacher, or core instructional weaknesses. Members will assist administration in monitoring the school improvement plan for implementation, progress, and fidelity of goals. Finally, members will report and brainstorm solutions to staff, parent, and student concerns that affect or detract from the positive culture of the school.

Principal: Will lead team members in supporting and sharing the school culture of setting high expectations and believing all students can learn, provide opportunities for collaboration and team building, observe and promote team members sharing successes in instruction, and monitoring student data to improve and provide quality instruction.

Assistant Principal: Will support the school culture, provide opportunities for collaboration and team building, observe and promote team members sharing successes in instruction, monitor student data

to improve and provide quality instruction, and promote the involvement of parents.

Teacher Leaders: Will support the school culture, examine core curriculum and standards, participate in student data collection, guide their teams in collaborating to provide more effective teaching, seek out positive instructional practices and share with faculty.

Literacy Coach: (Reading/Math/Science/Writing): Will support the school culture, develop, lead, and evaluate school core content standards/programs, seek out research based curriculum and ideas for intervention, use data to drive instruction, design and deliver professional development, and provides support for all teachers.

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

Title I, Part A
Supplementary academic services are provided through after-school and summer school programs and technology resources. Title I, Part A, Title II, Part A, and the district collaborate to provide funding for staff development for the faculty. Title I, Part A also partially funds the school's Literacy Coach who supports the staff through professional development, mentoring, and other teacher support. Additionally, partial funding is provided by this program for the district's professional development coordinator who directs the Beginning Teacher Program for the district and provides additional professional development and support for the school. Zolfo Springs Elementary has three new teachers participating in the Beginning Teacher Program this
school year.

Title I, Part C- Migrant
The migrant coordinator and the migrant advocates collaborate with school staff to ensure that the needs of migrant students are met. Academic and support services, such as extended day programs and additional educational support personnel, enable migrant students to participate fully in the educational experience.

Title II
Title II funds provide professional development for teachers, substitutes for release time for teachers, consultant travel, professional development stipends, mentoring bonuses, hiring bonuses, and a percentage of salaries for the Literacy Coaches, the District Resource Teacher, and the District Data Coach. The district Director of Curriculum will also assist in providing guidance and support with the staff development process.

Title III
Title III addresses the unique needs of ELL/immigrant students. Specifically, Title III funds student access seats for the English in a Flash language program for ELL students.

Supplemental Academic Instruction (SAI)
SAI funds pay for one teacher at ZSES who teaches remedial students and provides extra duty for summer school teachers.

Nutrition Programs
The School Breakfast Program provides a free nutritious breakfast to all students. Such meals play an important part in supporting student achievement and teaching students the elements of good nutrition. The National School Lunch Program funds free nutritious lunches for all students. Healthy

food supports achievement by providing nutrition to help students learn.The Summer Food Services Program provides no cost nutritious breakfasts and lunches to community children ages 18 and younger in the school cafeteria including students attending the school site summer school.

Adult Education
The Hardee District's Adult and Community Education Program provides instruction not only to those adults seeking a GED, but to those wanting to learn English as well. This is a vital service for our rural district and community which has a high migrant population. Parents of students attending Zolfo Springs Elementary may attend the ELL classes in an effort to learn English so that they are able to help their children with homework, improve communication with teachers, and seek employment.

Other
Title VI partially funds the District Data Coach, Performance Matters data management program, and the District Benchmark Assessment implementation. State Class Size Reduction funds provide salaries for 14 teachers at Zolfo Springs Elementary.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Mindy Castillo	Parent
Tammy Pohl	Principal
Heather Salas	Parent
Jamie Howell	Parent
Amanda Miller	Parent
Kiley Obregon	Parent
Maria Ramirez	Parent
Yesenia Ramos-Hernandez	Parent
Louisa Villegas	Parent
Michelle Graham	Parent
Jessica Nord	Parent
Catessa Holt	Parent
Laura Solorio	Parent
Amy Rojas	Parent
Deborah Payne	Parent
Elvia Gabriel	Parent
Lorena Ramirez	Parent
Jeremy Rogers	Parent
Leigh LaJeunesse	Principal
Melissa Tinoco	Parent

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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC will meet quarterly to assist in evaluating the School Improvement Plan. They will review student achievement data for evidence of the achievement of the goals or for the need to continue goals to the next year. Input and suggestions will be taken for ideas for improvement.

b. Development of this school improvement plan

The SAC will review school data with administration to assist in determining SIP priorities and goals, they will provide support to the school in implementing and publicizing the SIP, they will monitor school-wide data periodically to determine progress toward SIP goals, and they will evaluate effectiveness of goals in comparison to school-wide end of year data.

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

The SAC will determine and vote on measures for spending the parent involvement portion of the school's Title 1 budget. They will work with administration to develop a list of specific items to be purchased for parent involvement nights and events. They will also determine and vote on measures for spending the School Lottery funds. SAC minutes will reflect these opportunities for input.

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

The Parent Involvement portion of school improvement funds will be spent on: dinner and supplies for make-it-take-it activities for families at parent involvement trainings/nights, books for Books for Bingo night, multiplication flash cards for 3rd grade families, manipulatives, and paper for newsletters. If needed, a request for teacher conference tuition and travel reimbursement. School wide assemblies and promotion of positive activities, AR and PBS, are also encouraged by the SAC committee.

$9275.00

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
Chapman, Krystin	Guidance Counselor
Coleman, Angella	Instructional Coach
Gicker, Kari	Teacher, K-12
Moreau, Nicole	Teacher, K-12
Pohl, Tammy	Principal
Shivers, Sandy	Teacher, K-12
Ussery, Sharon	Teacher, K-12
Frye, Wendy	Teacher, K-12
Dean, Jackie	Teacher, K-12
Thomas, Ketus	Teacher, K-12
LaJeunesse, Leigh	Assistant Principal
Woods, Amy	Teacher, K-12

b. Duties

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

The major initiative will be the effective implementation of the Florida Standards in instructional practices in each classroom during the 90 minute reading block and an additional 30 minutes of reading remediation. The team will also guide grade level planning to include the integration of these Florida Standards for English Language Arts and Math across all content areas.The team will monitor core reading materials to assure coverage of all standards using the district developed pacing guides. Members will help prioritize instruction to support higher levels of reading and writing including at least 50% informational text at a higher level of text complexity. Members will guide grade level teachers through data disaggregation weekly to provide evidence for instructional interventions and or enrichment activities. Teachers must continue to document the use of differentiated instruction used during the block. The team will serve as model teachers as necessary for new or seasoned teachers to observe.

D. Public and Collaborative Teaching

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

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

ZSE believes it is just as important to develop relationships among teachers as it is to develop relationships between teachers and students! The leadership team meets monthly to review data and instruction, determine weaknesses in core curriculum, and foster a schoolwide culture of high expectations and believing that all students can learn. Grade level teams, or professional learning communities, meet weekly to review student formative assessment data, determine strengths or weaknesses in the core curriculum based on data, plan ambitious instruction with high expectations, and share best practices. They also share a collaborative planning time daily. An administrator reviews weekly meeting notes and attends a team meeting in each grade level once a month. Vertical articulation meetings are held twice yearly among grade levels to determine strengths and weaknesses in the core curriculum in transitioning between grade levels. Monthly faculty meetings begin with grade level teams sharing best practices that they have implemented in their classrooms. A teacher is chosen monthly who has been recognized by their peers for excellent instructional assistance to students and/or fellow teachers.

A schoolwide monitoring tool for rigorous and engaging instruction has been developed and revised by the leadership team. This tool can be used by administration when visiting classrooms. Teachers are also encouraged to use the monitoring tool to visit other classrooms, learn new ideas for instruction, and provide feedback.

Teachers and grade level teams often visit other schools for classroom observations or brainstorming sessions. During these meetings, schools share curriculum ideas, resources, schedules, and best practices. At the district level, grade level representatives from each school are brought together for planning and curriculum mapping sessions. A county-wide pacing guide was developed and is now used in all elementary schools. Colleagues can share ideas and lesson plans, post homework, and communicate with other teachers or parents.

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

ZSE administration contacts district personnel to post open positions on the district website. Administration also posts open positions and searches active candidate resumes on the teachertoteacher.com website and database. Once hired, beginning teachers meet monthly at the district level for training and support from the District Resource Teacher. New teachers are partnered at the school site with the Literacy Coach, who provides support by modeling lessons, providing training, and providing necessary resources.

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

Beginning teachers meet monthly at the district level for training and support from the District Resource Teacher. New teachers are partnered at the school site with the Literacy Coach, who provides support by modeling lessons, providing training, and providing necessary resources.

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

For core curriculum, ZSE uses the instructional programs and materials that are adopted and supported by the district. For supplemental or remedial programs, research-based materials are chosen based on student achievement data weaknesses.

ZSE provides planning days during the summer for each grade level team to review their curriculum maps using standards based instruction. Curriculum planning and design begins by unpacking the standards, then selecting instructional programs and materials to meet each standard. There are ongoing scheduled opportunities for teachers to unpack the Florida Standards using a lesson study model with assistance from Angie Coleman, ZSE Literacy Coach. These planning sessions provide a deeper understanding and promote opportunities for growth in instructional practice, curriculum, and the standards.

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

The school uses data to determine strengths and weaknesses in the core curriculum for all students according to MTSS. It is also used to determine whether deficiencies are student, teacher, or instructional weaknesses by comparing class and grade level data sets.

School-wide data is used to identify the lowest quartile of students. These students are provided intensive reading remediation outside of the classroom by the reading remediation or a SWD teacher. Data is also used in the MTSS process to identify instructional deficiencies that can be addressed through classroom differentiated instruction, reading remediation, or through SWD resource teachers.

Data is used at the classroom and grade level by teachers to document coverage and proficiency of the Florida Standards. ZSE requires a balanced literacy approach that includes whole group, small group, and one-on-one instruction as needed during an uninterrupted 90 minute reading block. Small group instruction must include foundational skills, guided reading, and guided writing daily. Grade level teams meet weekly to disaggregate and plan differentiated instruction for the following week.

The core curriculum is also being supplemented with the iReady computer based and print material programs. Students will be assessed with an adaptive diagnostic test for both reading and math that pinpoints their needs down to the sub-skill level. Then, personalized instruction is prescribed specifically at that student's level based on their unique needs. iReady mobile apps for both reading and math will also be used during center times to further boost student learning. iReady print materials will be used during whole group or small group remediation based on skill deficits.

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: Extended School Day

Minutes added to school year: 1,620

Targeted students are provided intensive remediation in reading and math in an after school program for 1.5 hours a day, two days a week for 9-12 weeks.

Strategy Rationale

If students are provided additional remediation in a small group setting, student achievement will increase and strengthen their foundation for day to day learning.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
LaJeunesse, Leigh, llajeunesse@hardee.k12.fl.us

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

A pre and post assessment is given in both reading and math.

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, § 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

The Hardee County VPK program was offered at Hilltop Elementary School in June and July for four and five year old students entering kindergarten in August. This program is state funded and provides instruction to prepare students for kindergarten.

In May 2017, parents were invited to Kindergarten Round-Up to preregister their child, meet teachers, and learn about experiences and expectations during the first year of school. Parents received informational material provided in English and Spanish, picture books, activities, and crayons to help them work with their child at home over the summer. This information was also sent to local day cares and preschools for distribution to parents of kindergarten-age children. Tours of the school were provided to the local day care facilities. While on tour, students were introduced to the kindergarten teachers and had lunch in the school cafeteria to become familiar with procedures.

ZSES provides a Boo Hoo Breakfast to Kindergarten parents the first day of school to help them separate from their child. Tissues, refreshments, and literature offering tips on working with their child are distributed.

The STAR Early Literacy assessment will be administered to kindergarten students within the first weeks of school to determine their level of readiness. To familiarize students with their classroom and teacher, students and their parents are invited to attend Open House held the Friday before school starts. They are also invited to Back to School /Title 1 Orientation Night where families learn what the class has achieved in the first several weeks of school and receive information regarding Title 1 funding and programs offered at the school site.

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

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

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

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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.

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.

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.　　If students are consistently taught core instructional standards with rigor and are meaningfully engaged in quality instructional activities, then achievement will increase for all students.

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. If students are consistently taught core instructional standards with rigor and are meaningfully engaged in quality instructional activities, then achievement will increase for all students. 1a

🔍 G092954

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	65.0
FSA Mathematics Achievement	60.0
Math Gains	50.0
Math Lowest 25% Gains	55.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Core instructional standards are not being taught to the level of rigor for which they were designed and students are not meaningfully engaged in quality instructional activities.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration

- Special Education Teachers

- Kagan cooperative learning structures

- Professional development aimed at targeting unpacking of the standards

- Online Resources aligned with core curriculum and standards

- Core Materials

- Literacy Coach

- Two reading remediation teachers

- District 2 District Instructional Partners

Plan to Monitor Progress Toward G1. 8

Increase student learning gains of all students including the lowest quartile in all subjects.

Person Responsible
Tammy Pohl

Schedule
Quarterly, from 8/21/2017 to 5/24/2018

Evidence of Completion
Evidence will be increased student proficiency on formative, I-Ready Diagnostic Benchmark Assessments, and Florida Standards Assessments and noticeable use of rigor and engagement in classroom walkthroughs.

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. If students are consistently taught core instructional standards with rigor and are meaningfully engaged in quality instructional activities, then achievement will increase for all students. [1]

🔍 G092954

G1.B10 Core instructional standards are not being taught to the level of rigor for which they were designed and students are not meaningfully engaged in quality instructional activities. [2]

🔍 B249341

G1.B10.S1 ZSE will strengthen the CORE curriculum by increasing rigor and engaging students in meaningful activities while teaching standards-based instruction. [4]

🔍 S262806

Strategy Rationale

If teachers are teaching the Florida Standards to the level of rigor for which they are designed and students are engaged in meaningful instructional activities, student achievement will increase.

Action Step 1 [5]

ZSE will provide ongoing professional development using a lesson study model for unpacking, planning, modeling, and teaching rigorous and engaging standards-based instruction in grade levels as needed.

Person Responsible

Angella Coleman

Schedule

Quarterly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Calendared schedule of PD; notes from coaching cycle

Action Step 2 [5]

The ZSE leadership team will work with their team on the components of the school-wide monitoring tool including "look fors" for rigorous and engaging instruction to be used for classroom walkthroughs. Performance Matters-True North Logic Monitoring Tool.

Person Responsible

Tammy Pohl

Schedule

On 5/24/2018

Evidence of Completion

District walk through monitoring tool, True North Logic--Performance Matters

Action Step 3 `5`

ZSE teachers will continue to collaborate with teachers from other Hardee county schools to compare curriculum resources and validate district benchmark assessment content.

Person Responsible

Angella Coleman

Schedule

Quarterly, from 10/9/2017 to 5/24/2018

Evidence of Completion

Meeting agendas and minutes

Action Step 4 `5`

Students and teachers will use the I-Ready computer based and print materials to diagnose and drive instruction to reach end of year targets and meet more rigorous expectations.

Person Responsible

Tammy Pohl

Schedule

Triannually, from 8/21/2017 to 5/24/2018

Evidence of Completion

Training sign in sheets, agendas, and student diagnostic reports

Action Step 5 `5`

ZSE teachers will participate in Lexile Framework for Reading training with MetaMetrics. Follow up coaching will be conducted by Angie Coleman. This initiative will be used to improve reading fluency and proficiency of students through setting and monitoring individual student reading goals using the Accelerated Reading Program and when choosing other reading materials for instructional purposes.

Person Responsible

Tammy Pohl

Schedule

Monthly, from 8/4/2017 to 5/24/2018

Evidence of Completion

Training sign in sheets, agendas, and student diagnostic reports

Action Step 6 `5`

Teachers will implement strategies and techniques learned through Creating Strategic Readers training with Valerie Ellery, 2016-17.

Person Responsible

Angella Coleman

Schedule

Quarterly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Training sign in sheets, agendas, and teacher lesson plans

Action Step 7 `5`

Students and teachers will monitor and track their writing skills through data from tri-annual writing assessments to be scored by outside vendor.

Person Responsible

Angella Coleman

Schedule

Monthly, from 8/21/2017 to 4/30/2018

Evidence of Completion

Lesson plans, assessment data, records of student data chats

Plan to Monitor Fidelity of Implementation of G1.B10.S1 `6`

A calendared schedule of professional development and best practices will be created and maintained to include each action step.

Person Responsible

Angella Coleman

Schedule

Quarterly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Calendar will be created in Google Drive so that administration and the literacy coach can edit. Calendar is to be turned in to the Human Resources department at the district.

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 `7`

Classroom walkthroughs will be conducted to look for more rigorous instruction and engaging learning.

Person Responsible

Tammy Pohl

Schedule

Daily, from 8/21/2017 to 5/24/2018

Evidence of Completion

Data will be compiled from the walk through data compiled using Performance Matters/True North Logic tool.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B10.S1.A7 🔍 A346977	Students and teachers will monitor and track their writing skills through data from tri-annual...	Coleman, Angella	8/21/2017	Lesson plans, assessment data, records of student data chats	4/30/2018 monthly
G1.B10.S1.A3 🔍 A346972	ZSE teachers will continue to collaborate with teachers from other Hardee county schools to compare...	Coleman, Angella	10/9/2017	Meeting agendas and minutes	5/24/2018 quarterly
G1.B10.S1.MA1 🔍 M368790	A calendared schedule of professional development and best practices will be created and maintained...	Coleman, Angella	8/21/2017	Calendar will be created in Google Drive so that administration and the literacy coach can edit. Calendar is to be turned in to the Human Resources department at the district.	5/24/2018 quarterly
G1.B10.S1.A1 🔍 A346970	ZSE will provide ongoing professional development using a lesson study model for unpacking,...	Coleman, Angella	8/21/2017	Calendared schedule of PD; notes from coaching cycle	5/24/2018 quarterly
G1.B10.S1.A2 🔍 A346971	The ZSE leadership team will work with their team on the components of the school-wide monitoring...	Pohl, Tammy	8/21/2017	District walk through monitoring tool, True North Logic--Performance Matters	5/24/2018 one-time
G1.B10.S1.MA1 🔍 M368789	Classroom walkthroughs will be conducted to look for more rigorous instruction and engaging...	Pohl, Tammy	8/21/2017	Data will be compiled from the walk through data compiled using Performance Matters/True North Logic tool.	5/24/2018 daily
G1.B10.S1.A4 🔍 A346973	Students and teachers will use the I-Ready computer based and print materials to diagnose and...	Pohl, Tammy	8/21/2017	Training sign in sheets, agendas, and student diagnostic reports	5/24/2018 triannually
G1.B10.S1.A5 🔍 A346975	ZSE teachers will participate in Lexile Framework for Reading training with MetaMetrics. Follow up...	Pohl, Tammy	8/4/2017	Training sign in sheets, agendas, and student diagnostic reports	5/24/2018 monthly
G1.B10.S1.A6 🔍 A346976	Teachers will implement strategies and techniques learned through Creating Strategic Readers...	Coleman, Angella	8/21/2017	Training sign in sheets, agendas, and teacher lesson plans	5/24/2018 quarterly
G1.MA1 🔍 M368791	Increase student learning gains of all students including the lowest quartile in all subjects.	Pohl, Tammy	8/21/2017	Evidence will be increased student proficiency on formative, I-Ready Diagnostic Benchmark Assessments, and Florida Standards Assessments and noticeable use of rigor and engagement in classroom walkthroughs.	5/24/2018 quarterly

V. Professional Development Opportunities

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

G1. If students are consistently taught core instructional standards with rigor and are meaningfully engaged in quality instructional activities, then achievement will increase for all students.

G1.B10 Core instructional standards are not being taught to the level of rigor for which they were designed and students are not meaningfully engaged in quality instructional activities.

G1.B10.S1 ZSE will strengthen the CORE curriculum by increasing rigor and engaging students in meaningful activities while teaching standards-based instruction.

PD Opportunity 1

Students and teachers will use the I-Ready computer based and print materials to diagnose and drive instruction to reach end of year targets and meet more rigorous expectations.

Facilitator

Christine Busenbark, iReady Representative; Angie Coleman

Participants

ZSE Teachers

Schedule

Triannually, from 8/21/2017 to 5/24/2018

PD Opportunity 2

Teachers will implement strategies and techniques learned through Creating Strategic Readers training with Valerie Ellery, 2016-17.

Facilitator

Angie Coleman

Participants

K - 1 teachers

Schedule

Quarterly, from 8/21/2017 to 5/24/2018

PD Opportunity 3

Students and teachers will monitor and track their writing skills through data from tri-annual writing assessments to be scored by outside vendor.

Facilitator

Angie Coleman

Participants

2-5 Teachers

Schedule

Monthly, from 8/21/2017 to 4/30/2018

VI. Technical Assistance Items

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

G1. If students are consistently taught core instructional standards with rigor and are meaningfully engaged in quality instructional activities, then achievement will increase for all students.

G1.B10 Core instructional standards are not being taught to the level of rigor for which they were designed and students are not meaningfully engaged in quality instructional activities.

G1.B10.S1 ZSE will strengthen the CORE curriculum by increasing rigor and engaging students in meaningful activities while teaching standards-based instruction.

TA Opportunity 1

ZSE will provide ongoing professional development using a lesson study model for unpacking, planning, modeling, and teaching rigorous and engaging standards-based instruction in grade levels as needed.

Facilitator

Angie Coleman, Literacy Coach

Participants

Grade level teams as needed

Schedule

Quarterly, from 8/21/2017 to 5/24/2018

VII. Budget

1	G1.B10.S1.A1	ZSE will provide ongoing professional development using a lesson study model for unpacking, planning, modeling, and teaching rigorous and engaging standards-based instruction in grade levels as needed.			$0.00
2	G1.B10.S1.A2	The ZSE leadership team will work with their team on the components of the school-wide monitoring tool including "look fors" for rigorous and engaging instruction to be used for classroom walkthroughs. Performance Matters-True North Logic Monitoring Tool.			$0.00
3	G1.B10.S1.A3	ZSE teachers will continue to collaborate with teachers from other Hardee county schools to compare curriculum resources and validate district benchmark assessment content.			$0.00
4	G1.B10.S1.A4	Students and teachers will use the I-Ready computer based and print materials to diagnose and drive instruction to reach end of year targets and meet more rigorous expectations.			$10,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	520-Textbooks	0061 - Zolfo Springs Elementary School	Title, I Part A		$10,100.00

5	G1.B10.S1.A5	ZSE teachers will participate in Lexile Framework for Reading training with MetaMetrics. Follow up coaching will be conducted by Angie Coleman. This initiative will be used to improve reading fluency and proficiency of students through setting and monitoring individual student reading goals using the Accelerated Reading Program and when choosing other reading materials for instructional purposes.				$3,230.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		0061 - Zolfo Springs Elementary School			$3,230.00
6	G1.B10.S1.A6	**Teachers will implement strategies and techniques learned through Creating Strategic Readers training with Valerie Ellery, 2016-17.**				**$0.00**
7	G1.B10.S1.A7	**Students and teachers will monitor and track their writing skills through data from tri-annual writing assessments to be scored by outside vendor.**				**$3,756.30**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0061 - Zolfo Springs Elementary School	Title I, Part A		$3,756.30
					Total:	**$17,086.30**