

Hardee County Schools

Zolfo Springs Elementary School



2018-19 School Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	11
Budget to Support Goals	14

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)

Elementary School
 PK-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
 (As Reported on Survey 3)

100%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

68%

School Grades History

Year
Grade

2017-18
 A

2016-17
 B

2015-16
 B

2014-15
 C*

School Board Approval

This plan was approved by the Hardee County School Board on 10/25/2018.

SIP Authority

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>.

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

Achieving excellence in a safe, positive, learning environment.

Provide the school's vision statement

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

School Leadership Team

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

Duties

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

Our school leadership team is composed of one representative per grade level which also includes special areas. All have been provided leadership training, participate in ongoing book studies, and communicate exceptionally well in different situations.

The leadership team at Zolfo Springs Elementary School plays a significant role in the decision making process. The leadership team meets once a month on various agenda items; however, they also meet weekly with their individual teams, more if needed. All decisions are team based with school data used as the supporting basis for the decisions.

Early Warning Systems

Year 2017-18

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	11	14	12	12	12	16	0	0	0	0	0	0	0	77
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	8	8	3	7	7	13	0	0	0	0	0	0	0	46
Level 1 on statewide assessment	0	0	0	2	15	18	0	0	0	0	0	0	0	35

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		2	0	1	1	7	7	0	0	0	0	0	0	18

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	8	11	4	2	1	1	0	0	0	0	0	0	0	27
Retained Students: Previous Year(s)	15	8	5	6	1	0	0	0	0	0	0	0	0	35

Date this data was collected

Friday 8/10/2018

Year 2016-17 - 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	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

Year 2016-17 - 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	1	8	14	10	9	15	0	0	0	0	0	0	0	57
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	8	8	3	7	7	13	0	0	0	0	0	0	0	46
Level 1 on statewide assessment	0	0	0	2	15	18	0	0	0	0	0	0	0	35
	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	1	2	3	8	8	0	0	0	0	0	0	0	22

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Science continues to be the lowest academic area. In 2017, ZSE scored 37%. Our 2018 percentage increased by 6 percentage points; however, we still continue to be below the district and state average. A slow increase in proficiency has been the trend but we now must recognize that the gap does not seem to be closing.

Which data component showed the greatest decline from prior year?

All areas increased; however, science continues to be below the district and state average.

Which data component had the biggest gap when compared to the state average?

Science

Which data component showed the most improvement? Is this a trend?

Math achievement, math learning gains, and math bottom quartile were the data components showing the most improvement. Observations throughout the year indicated more rigorous questioning, student accountability, and increased proficiency in standards when looking at individual/classroom data.

Describe the actions or changes that led to the improvement in this area

Ongoing progress monitoring of data; increased rigor in questioning in classrooms; professional development for teachers; vertical articulation

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	55%	54%	56%	47%	53%	55%
ELA Learning Gains	60%	53%	55%	49%	54%	57%
ELA Lowest 25th Percentile	50%	49%	48%	47%	56%	52%
Math Achievement	73%	68%	62%	65%	67%	61%
Math Learning Gains	81%	63%	59%	73%	66%	61%
Math Lowest 25th Percentile	81%	55%	47%	59%	56%	51%
Science Achievement	43%	47%	55%	37%	47%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11 (0)	14 (0)	12 (0)	12 (0)	12 (0)	16 (0)	77 (0)
One or more suspensions	0 (2)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	0 (3)
Course failure in ELA or Math	8 (15)	8 (8)	3 (5)	7 (7)	7 (1)	13 (0)	46 (36)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (7)	15 (7)	18 (16)	35 (30)

Grade Level Data

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	2018	48%	57%	-9%	57%	-9%
	2017	50%	55%	-5%	58%	-8%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	61%	50%	11%	56%	5%
	2017	51%	51%	0%	56%	-5%
Same Grade Comparison		10%				
Cohort Comparison		11%				
05	2018	55%	51%	4%	55%	0%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	38%	46%	-8%	53%	-15%
Same Grade Comparison		17%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	69%	68%	1%	62%	7%
	2017	55%	66%	-11%	62%	-7%
Same Grade Comparison		14%				
Cohort Comparison						
04	2018	65%	64%	1%	62%	3%
	2017	72%	65%	7%	64%	8%
Same Grade Comparison		-7%				
Cohort Comparison		10%				
05	2018	79%	65%	14%	61%	18%
	2017	71%	62%	9%	57%	14%
Same Grade Comparison		8%				
Cohort Comparison		7%				

Subgroup Data

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	59	55	40	73	84	80	50				
HSP	53	63	59	73	79	81	37				
SWD	28	42	42	44	58	53	36				
FRL	52	59	54	71	82	85	39				
ELL	18	50		41	67						

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	59	52	40	69	78	71	46				
HSP	38	47	54	61	67	46	27				
SWD	21	47	38	25	58		10				
FRL	40	44	46	63	69	61	28				
ELL	21	39		53	59						

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Science
Rationale	5th grade students at ZSE are currently scoring 43% in science according to Florida Statewide Science Assessment. The state average is 55% with our district average being 47%. The gap is occurring because science concepts from previous grade levels do not appear to be adequately retained.
Intended Outcome	The percent of 5th grade students achieving proficiency will increase from 43% to 55% as measured by FSSA, 2019. This will be an increase of 12 percentage points.
Point Person	Tammy Pohl (tpohl@hardee.k12.fl.us)
Action Step	
Description	<ol style="list-style-type: none"> 1. Increased professional development amongst K-5 teachers looking back at the "Big Idea" chart which lists science standards across the grade levels. The "Big Idea" chart was issued by FL DOE a few years ago but is still relevant to the current science standards being taught in grades K-5. 2. Implementation and fidelity of a continuous science instructional block as indicated by their classroom academic schedule. Classroom walk through data will support +/-deltas. 3. Implementation of a new science curriculum for the 2018-19 school year with teacher training. 4. Progress monitoring of standards using USA Test Prep for Science in grades 3-5; benchmark testing in grades K-2. 5. Define a correlation of science standards intertwined with math and ELA. Individual grade levels will receive ongoing professional development based on their grade level needs. 6. Vertical articulation amongst all grade levels to ensure their understanding of the standards and the true focus area. This will include "unpacking" the science standards as we previously did with our math and ELA standards. Linking the knowledge of ELA and math will then move over into a better understanding of the science standards 7. Usage of CPalms will increase. 8. Extra support by Mrs. Barton, HHS Science/STEM coach, will provide extra training as needed at ZSE. 9. Science Fair 10. Collaboration between HHS STEM students and ZSE students. 11. Ongoing data analysis and instructional planning based on progress monitoring and benchmarks. 12. Incorporating STEM/STEAM activities into their lessons throughout the year. 13. Science After School Boot Camp for 5th grade students--possible 2 week program.
Person Responsible	Tammy Pohl (tpohl@hardee.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Professional development survey forms 2. Classroom walkthrough data 3. Ongoing PLCs 4. Progress monitoring based on assessment data

Person Responsible Tammy Pohl (tpohl@hardee.k12.fl.us)

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 Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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

ZSE provides an open house so 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 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 contact teachers and administrators with questions.

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.

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

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.

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.

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.

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

A College and Career Day will be held in August, 2018. 10+ community, business, and industry partners will be on our campus. This will allow students in grade K-5 to visit different community partners, hear a short presentation, and build relationships by asking questions. Krystin Chapman, guidance counselor at ZSE, will visit all classrooms prior the

College and Career Day to establish the awareness, give each child a booklet to record information, and write down any additional information the student feels would be helpful.

Part V: Budget	
Total:	\$4,500.00