Zolfo Springs Elementary School

2015-16 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	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	77%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	67%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	D	C

Preliminary 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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

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 Environment

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 an 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.

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.
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.

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 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 up, 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.

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

Therefore, 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 MTTS team to develop an appropriate plan.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

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 an 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. 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.

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 monthly 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, monitary 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 Science Club 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.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Boyette, Sue	Teacher, K-12
Henderson, Melanie	Principal
Pohl, Tammy	Assistant Principal
Ussery, Sharon	Teacher, K-12
Beumel, Leigh	Guidance Counselor
Shivers, Sandy	Teacher, K-12
Gicker, Kari	Teacher, K-12
Moreau, Nicole	Teacher, K-12
Coleman, Angella	Instructional Coach
Dean, Jackie	Teacher, K-12

Duties

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 schoolwide culture of setting high expectations and believing all students can learn. The team will review I-Ready 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. The team will 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.

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 butto 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Evangelina Cardenas	Parent
Chic Cook	Parent
Geneva Duran	Parent
Rajeeni Faulk	Parent
Tamara Hendry	Teacher
Melanie Henderson	Principal
Tammy Pohl	Principal
MaryAnn Olmos	Parent
Nancy Coronado	Parent
Heather Salas	Parent
Jamie Howell	Parent
Ray Gill	Business/Community
Jessica Carrillo-Aviles	Parent

Duties

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

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.

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.

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.

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, books for Books for Bingo night,

multiplication flash cards for 3rd grade families, counting manipulatives, and paper for newsletters. $3,040.50

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Beumel, Leigh	Guidance Counselor
Boyette, Sue	Teacher, K-12
Coleman, Angella	Instructional Coach
Gicker, Kari	Teacher, K-12
Henderson, Melanie	Principal
Moreau, Nicole	Teacher, K-12
Pohl, Tammy	Assistant Principal
Shivers, Sandy	Teacher, K-12
Ussery, Sharon	Teacher, K-12
Frye, Wendy	Teacher, K-12
Dean, Jackie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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. Teachers also connect and collaborate using the EDMODO teaching and learning network. Colleagues can share ideas and lesson plans, post homework, and communicate with other teachers or parents.

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.

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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 the state DA team. These planning sessions provide a deeper understanding and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

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 I-Ready 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. I-Ready mobile apps for both reading and math will also be used during center times to further boost student learning. I-Ready print materials will be used during whole group or small group remediation based on skill deficits.

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: 2,700

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 15 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
Pohl, Tammy, tpohl@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.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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 olds entering kindergarten in August. This program is state funded and provides instruction to prepare students for kindergarten.
In May 2014, parents were invited to Kindergarten Round-Up to pre-register 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 pre-schools 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 FAIR assessment will be administered to kindergarten students within the first weeks of school to determine their level of readiness. In addition, teachers will complete the FLKRS teacher observation for each child. 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.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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.

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.

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

<kbd>1</kbd> = 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"), resources available to support movement toward the goal, barriers to achieving the goal, 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

🔑 G072242

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	71.0
Math Gains	60.0
Math Lowest 25% Gains	60.0
AMO Reading - All Students	67.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	65.0

Resources Available to Support the Goal 2

- Administration

- Teachers are proficient in standards based instruction

- State DA Team

- Special Education Teachers

- Kagan cooperative learning structures coaching for continuation

- 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

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.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Melanie Henderson

Schedule
Quarterly, from 8/10/2015 to 5/24/2016

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

🔍 G072242

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

🔍 B188365

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

🔍 S199785

Strategy Rationale

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

Person Responsible

Melanie Henderson

Schedule

Quarterly, from 9/9/2015 to 5/24/2016

Evidence of Completion

Calendared schedule of PD

Action Step 2 5

The ZSE leadership team will revise and edit a school-wide monitoring tool including "look fors" for rigorous and engaging instruction to be used for classroom walkthroughs.

Person Responsible

Tammy Pohl

Schedule

On 8/6/2015

Evidence of Completion

School-wide monitoring tool for rigor and engagement

Action Step 3 5

ZSE teachers will continue to collaborate with teachers from other Hardee county schools to compare curriculum resources and share ideas.

Person Responsible

Melanie Henderson

Schedule

Quarterly, from 8/3/2015 to 5/27/2016

Evidence of Completion

Meeting agendas and minutes

Action Step 4 5

Teachers use school-wide monitoring tool including "look fors" for rigorous and engaging instruction when observing in model classrooms.

Person Responsible

Tammy Pohl

Schedule

Semiannually, from 8/6/2015 to 5/24/2016

Evidence of Completion

NCR copies of monitoring tool will be turned in to model teachers and administration.

Action Step 5 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

Melanie Henderson

Schedule

Triannually, from 8/10/2015 to 5/24/2016

Evidence of Completion

Training sign in sheets, agendas, and student diagnostic reports

Action Step 6 5

ZSE grade level teams will demonstrate a Kagan cooperative structure at each monthly best practices meeting.

Person Responsible

Melanie Henderson

Schedule

Monthly, from 8/31/2015 to 5/2/2016

Evidence of Completion

Best practices monthly meeting agendas

Action Step 7 5

Kagan coaching will be provided by the literacy coach.

Person Responsible

Angella Coleman

Schedule

Quarterly, from 8/10/2015 to 5/24/2016

Evidence of Completion

Results from schoolwide monitoring tool will support evidence of Kagan structures used in classrooms.

Action Step 8 5

Promethean interactive white board training will be provided to all teachers.

Person Responsible

Melanie Henderson

Schedule

On 8/4/2015

Evidence of Completion

Promethean needs assessment results, agenda, and sign in sheets will be collected.

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

A calendared schedule of grade level lesson study sessions will be created.

Person Responsible

Melanie Henderson

Schedule

Quarterly, from 9/9/2015 to 5/24/2016

Evidence of Completion

Calendar will be emailed to Jennifer Bailey with the state DA team.

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

Administration will review new monitoring tool with faculty at the second best practices meeting.

Person Responsible

Tammy Pohl

Schedule

On 10/5/2015

Evidence of Completion

Meeting minutes will reflect the monitoring tool being provided to all teachers.

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

Melanie Henderson

Schedule

Daily, from 9/10/2015 to 5/24/2016

Evidence of Completion

Data will be compiled from the "look for" monitoring tool developed by the leadership team.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
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.	Henderson, Melanie	9/9/2015	Calendared schedule of PD	5/24/2016 quarterly
G1.B10.S1.A2	The ZSE leadership team will revise and edit a school-wide monitoring tool including "look fors" for rigorous and engaging instruction to be used for classroom walkthroughs.	Pohl, Tammy	8/6/2015	School-wide monitoring tool for rigor and engagement	8/6/2015 one-time
G1.B10.S1.A3	ZSE teachers will continue to collaborate with teachers from other Hardee county schools to compare curriculum resources and share ideas.	Henderson, Melanie	8/3/2015	Meeting agendas and minutes	5/27/2016 quarterly
G1.B10.S1.A4	Teachers use school-wide monitoring tool including "look fors" for rigorous and engaging instruction when observing in model classrooms.	Pohl, Tammy	8/6/2015	NCR copies of monitoring tool will be turned in to model teachers and administration.	5/24/2016 semiannually
G1.B10.S1.A5	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.	Henderson, Melanie	8/10/2015	Training sign in sheets, agendas, and student diagnostic reports	5/24/2016 triannually
G1.B10.S1.A6	ZSE grade level teams will demonstrate a Kagan cooperative structure at each monthly best practices meeting.	Henderson, Melanie	8/31/2015	Best practices monthly meeting agendas	5/2/2016 monthly
G1.B10.S1.A7	Kagan coaching will be provided by the literacy coach.	Coleman, Angella	8/10/2015	Results from schoolwide monitoring tool will support evidence of Kagan structures used in classrooms.	5/24/2016 quarterly
G1.B10.S1.A8	Promethean interactive white board training will be provided to all teachers.	Henderson, Melanie	8/4/2015	Promethean needs assessment results, agenda, and sign in sheets will be collected.	8/4/2015 one-time
G1.MA1	Increase student learning gains of all students including the lowest quartile in all subjects.	Henderson, Melanie	8/10/2015	Evidence will be increased student proficiency on formative, I-Ready Diagnostic Benchmark Assessments, and Florida Standards Assessments	5/24/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				and noticeable use of rigor and engagement in classroom walkthroughs.	
G1.B10.S1.MA1	Classroom walkthroughs will be conducted to look for more rigorous instruction and engaging learning.	Henderson, Melanie	9/10/2015	Data will be compiled from the "look for" monitoring tool developed by the leadership team.	5/24/2016 daily
G1.B10.S1.MA1	A calendared schedule of grade level lesson study sessions will be created.	Henderson, Melanie	9/9/2015	Calendar will be emailed to Jennifer Bailey with the state DA team.	5/24/2016 quarterly
G1.B10.S1.MA2	Administration will review new monitoring tool with faculty at the second best practices meeting.	Pohl, Tammy	10/5/2015	Meeting minutes will reflect the monitoring tool being provided to all teachers.	10/5/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

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

Anna Collazo - I-Ready

Participants

ZSE Teachers

Schedule

Triannually, from 8/10/2015 to 5/24/2016

PD Opportunity 2

Promethean interactive white board training will be provided to all teachers.

Facilitator

Wendy Zuber

Participants

All ZSE teachers

Schedule

On 8/4/2015

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.

PD 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.

Facilitator

Jennifer Bailey and the DA team

Participants

Grade level teams

Schedule

Quarterly, from 9/9/2015 to 5/24/2016

Budget

Budget Data

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.	$0.00
2	G1.B10.S1.A2	The ZSE leadership team will revise and edit a school-wide monitoring tool including "look fors" for rigorous and engaging instruction to be used for classroom walkthroughs.	$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 share ideas.	$0.00
4	G1.B10.S1.A4	Teachers use school-wide monitoring tool including "look fors" for rigorous and engaging instruction when observing in model classrooms.	$0.00
5	G1.B10.S1.A5	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.	$0.00
6	G1.B10.S1.A6	ZSE grade level teams will demonstrate a Kagan cooperative structure at each monthly best practices meeting.	$0.00

Budget Data

7	G1.B10.S1.A7	Kagan coaching will be provided by the literacy coach.				$0.00
8	G1.B10.S1.A8	Promethean interactive white board training will be provided to all teachers.				$3,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	310-Professional and Technical Services	0061 - Zolfo Springs Elementary School	Other		$3,700.00
					Total:	$3,700.00