



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Zolfo Springs Elementary School**

3215 SCHOOL HOUSE RD

Zolfo Springs, FL 33890

863-735-1221

[www.hardee.k12.fl.us/zolfo\\_springs/index.htm](http://www.hardee.k12.fl.us/zolfo_springs/index.htm)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 87%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 64%

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## School Grades History

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<b>2013-14</b> D	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> B
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	4	Jim Browder

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Zolfo Springs Elementary School

##### Principal

Melanie Henderson

##### School Advisory Council chair

Melissa Schultz

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Melanie Henderson	Principal
Tammy Pohl	Assistant Principal
Angella Coleman	Literacy Coach
Leigh Beumel	Guidance Counselor
Sandy Shivers	Kindergarten Grade Chair
Sharon Ussery	1st Grade Chair
Kari Gicker	2nd Grade Chair
Candace Bozeman	3rd Grade Chair
Jodie DeLoach	4th Grade Chair
Laura Wells	5th Grade Chair
Kay Crews	Special Areas Chair

#### District-Level Information

##### District

Hardee

##### Superintendent

Mr. David D Durastanti

##### Date of school board approval of SIP

Pending

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Nancy Coronado - Grandparent  
 Evangelina Cardenas - Parent  
 Chic Cook - Parent  
 Geneva Duran - Parent

Elizabeth DeLeon - Parent  
Rajeeni Faulk - Parent  
Tamara Hendry - Teacher at ZSE  
Melanie Henderson - Principal  
Tammy Pohl - Assistant Principal  
MaryAnn Olmos - Parent  
Debbie Reyna - Migrant clerk at ZSE  
Amy Martin - Parent  
Rosa Equite-Zarate - Parent  
Jamie Harrell Howell - Parent

**Involvement of the SAC in the development of the SIP**

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 schoolwide data periodically to determine progress toward SIP goals, and they will evaluate effectiveness of goals in comparison to schoolwide end of year data.

**Activities of the SAC for the upcoming school year**

The SAC will function as the sole body responsible for final decision making at the school relating to the implementation of school improvement. The SAC will meet four times during the year at the school site. Activities will include: development of the School Improvement Plan in consultation with administration, development of the Parent Involvement Plan in consultation with administration, review of schoolwide programs to meet the needs of the student population, review of progress toward meeting the goals of the SIP, assist in the preparation of educational improvement proposals for implementing an educational improvement grant, review and revision of the SAC By-Laws, review and revision of Parent Compact, determine the use of school improvement funds, and provide input on improving parent involvement.

**Projected use of school improvement funds, including the amount allocated to each project**

The Parent Involvement portion of school improvement funds will be spent on: parent involvement trainings including a dinner for families and supplies for make-it-take-it activities at these trainings, books for Books for Bingo night, multiplication flash cards for 3rd grade families, counting manipulatives, and paper for newsletters.  
\$3,086.40

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Melanie Henderson**

Principal

Years as Administrator: 12

Years at Current School: 12

**Credentials**

BS - Elementary Education - Florida Southern College  
 MEd - Educational Media & Instructional Design - University of Florida  
 ESOL Endorsement - FLDOE  
 Certification in Educational Leadership - University of South Florida  
 Florida Principal Certification - FLDOE

**Performance Record**

Principal of Zolfo Springs Elementary in 2012-2013: Grade-D, Reading-52%, Math-64%, Writing-39%, Science-42%.  
 Principal of Zolfo Springs Elementary in 2011-2012: Grade-C, Reading-49%, Math-58%, Writing-64%, Science-36%.  
 Principal of Zolfo Springs Elementary in 2010-2011: Grade-B, Reading-68%, Math-71%, Writing-90%, Science-32%.  
 Assistant Principal of Zolfo Springs Elem. in 2009-2010: Grade-D, Reading-71%, Math-73%, Writing-67%, Science-32%.  
 Assistant Principal of Zolfo Springs Elem. in 2008-2009: Grade-A, Reading-74%, Math-85%, Writing-77%, Science-43%.

**Tammy Pohl**

Asst Principal

Years as Administrator: 3

Years at Current School: 3

**Credentials**

BS - Elementary Education - Florida Southern College  
 MEd-Guidance Counseling - University of Sarasota  
 ESOL Endorsement - FLDOE  
 Certification in Educational Leadership - University of South Florida  
 Principal Certification - FLDOE

**Performance Record**

Assistant Principal of Zolfo Springs Elem. in 2012-2013: Grade-D, Reading-52%, Math-64%, Writing-39%, Science-42%.  
 Assistant Principal of Zolfo Springs Elem. in 2011-2012: Grade-C, Reading-49%, Math-58%, Writing-64%, Science-36%.  
 Assistant Principal of Zolfo Springs Elem. in 2010-2011: Grade-B, Reading-68%, Math-71%, Writing-90%, Science-32%.

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**



<b>Angella Coleman</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	BA - Elementary Ed.- Florida Southern College - Elementary Ed. 1-6 ESOL Endorsement - FLDOE	
<b>Performance Record</b>	Literacy Coach at Zolfo Springs Elementary in 2012-2013: Grade D, Reading-52%, Math-64%, Writing-39%, Science-42%. Literacy Coach at Zolfo Springs Elementary in 2011-2012: Grade-C, Reading-48%, Math-57%, Writing-62%, Science-36%. 3rd grade teacher at Wauchula Elementary School in 2010-2011: Grade-A, Reading-76%, Math-87%, Writing-88%, Science-50%.	

**Classroom Teachers**

<b># of classroom teachers</b>	43
<b># receiving effective rating or higher</b>	43, 100%
<b># Highly Qualified Teachers</b>	98%
<b># certified in-field</b>	42, 98%
<b># ESOL endorsed</b>	32, 74%
<b># reading endorsed</b>	4, 9%
<b># with advanced degrees</b>	7, 16%
<b># National Board Certified</b>	2, 5%
<b># first-year teachers</b>	3, 7%
<b># with 1-5 years of experience</b>	14, 33%
<b># with 6-14 years of experience</b>	8, 19%

**# with 15 or more years of experience**

18, 42%

**Education Paraprofessionals**

**# of paraprofessionals**

7

**# Highly Qualified**

7, 100%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

- 1 Beginning teachers meet monthly for training and support from the District Resource Teacher.
- 2 New teachers are partnered with the Literacy Coach, who provides support by modeling lessons, providing training, and providing necessary resources.
- 3 ZSE administration contacts district personnel to post positions on the district website.
- 4 ZSE administration uses teachertoteacher.com to locate applicants.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

- 1 Beginning teachers meet monthly for training and support from the District Resource Teacher.
- 2 New teachers are partnered with the literacy coach, who provides support through modeling lessons, providing training, and providing necessary resources.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The school-based leadership team will meet monthly to engage in the following activities: Review FAIR, benchmark, and weekly reading assessment data to link to instructional decisions. 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 may then refer students to guidance to meet with classroom teacher and parents to develop intervention plans for students; review monitoring data and intervention strategies for success. In addition to the MTSS Team, a Positive Behavior Support Team has been established to develop school-wide expectations, analyze office referral data, and provide "Cat Cash" incentives for students for displaying appropriate behavior. The PBSTeam will be available to provide input to the MTSS process as appropriate related to behavior.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Supports the vision for implementation of MTSS, conducts assessments of the MTSS skills of staff, assures implementation of intervention support and documentation, communicates with parents regarding MTSS plans and activities.

Select General Education Teachers(Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier 2 interventions; and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Guidance Counselor: monitors documentation, communicates with parents regarding MTSS plans and activities, helps identify systemic patterns of student need with respect to behavior.

Literacy Coach: (Reading/Math/Science/Writing): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation, provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The MTSS Leadership Team will meet monthly to monitor the core program, determine instructional deficiencies in grade levels or individual classrooms, and provide solutions to instructional weaknesses. The team will review a portion of the SIP monthly to determine schoolwide implementation effectiveness.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), District Benchmark Assessments, Performance Matters

Progress Monitoring: Dr. Brett Stoltz's data set on weekly reading assessments, PMRN, District Benchmark Assessments, Performance Matters, Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)

Midyear: Progress Monitoring and Reporting Network (PMRN), End of Year: PMRN, FCAT, End of Year assessment (K-2)

Frequency of Data Days: Twice a month for data analysis

Behavioral data: FOCUS

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The School Leadership Team has been trained on targeting remediation strategies to actual skill deficits in small group and individual instruction. Ongoing professional development will be provided during teachers' common planning time and at faculty meetings. A MTSS evaluation session will be held in May. Ongoing training and data review will be provided for PBS at monthly faculty meetings as needed.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program  
**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 Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Tammy Pohl - Assistant Principal

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Melanie Henderson	Principal
Tammy Pohl	Assistant Principal
Angella Coleman	Literacy Coach
Sandy Shivers	K Grade Chair
Sharon Ussery	1st Grade Chair
Kari Gicker	2nd Grade Chair
Candace Bozeman	3rd Grade Chair
Jodie DeLoach	4th Grade Chair
Laura Wells	5th Grade Chair
Sue Boyette	Reading Remediation Teacher
Kay Crews	Special Areas Chair
Wendy Frye	Media Specialist

### **How the school-based LLT functions**

The Literacy Leadership Team will meet monthly to analyze the disaggregation of school-wide reading data and the effective implementation of the Common Core State Standards and practices during reading instruction. They will also monitor the use of differentiated instruction using Web's Depth of Knowledge and Collaborative Structures in each classroom during the 90 minute reading block. Representatives will report the use of the Common Core Standards in grade level planning in all grades. The team will monitor current reading data and determine additional means for student remediation outside the reading block.

The team will closely monitor the schoolwide plan for correlation to the Hardee County K-12 Reading Plan.

### **Major initiatives of the LLT**

The major initiative will be the effective implementation of Common Core State Standards or Common Core instructional practices in each classroom during the 90 minute reading block and an additional 30 minutes of reading remediation. The team will also monitor implementation of the new reading basal program, Reading Street Common Core. Members will help prioritize instruction to support higher levels of reading and writing. Team members will guide grade level planning for teaching reading to include 50% informational text at a higher level of text complexity. They will also guide grade level planning to include the integration of Common Core State Standards for English Language Arts and Math across all content areas. 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 multiple grouping and multiple materials to be used during the block. The team will serve as model teachers as necessary for new or seasoned teachers to observe.

## **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

The Hardee County VPK program was offered at Hilltop Elementary School in June, July, and August 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 2013, 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 familiarize students 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.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	52%	No	58%
American Indian				
Asian				
Black/African American	33%		Yes	40%
Hispanic	48%	47%	No	54%
White	63%	62%	No	66%
English language learners	32%	37%	Yes	39%
Students with disabilities	28%	19%	No	35%
Economically disadvantaged	49%	49%	Yes	54%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	130	52%	60%
Students scoring at or above Achievement Level 4	57	23%	30%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	89	55%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	23	54%	60%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	62	64%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	33	34%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	26	27%	30%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	29	38%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		75%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	64%	Yes	63%
American Indian				
Asian				
Black/African American	58%		No	63%
Hispanic	56%	67%	Yes	60%
White	60%	59%	No	64%
English language learners	61%	81%	Yes	65%
Students with disabilities	38%	28%	No	44%
Economically disadvantaged	57%	62%	Yes	61%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	159	64%	68%
Students scoring at or above Achievement Level 4	80	32%	35%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	96	59%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	47%	55%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	26%	30%
Students scoring at or above Achievement Level 4	14	16%	20%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		2
Participation in STEM-related experiences provided for students	540	100%	100%

**Area 8: Early Warning Systems**



**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	73	13%	10%
Students retained, pursuant to s. 1008.25, F.S.	33	6%	5%
Students who are not proficient in reading by third grade	4	4%	3%
Students who receive two or more behavior referrals	15	2%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	0%	1%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Refer to ZSE Parent Involvement Plan

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Student proficiency will increase in the AMO subgroups of Hispanic reading and white math, the lowest 25% in math, overall writing, and overall science by teachers delivering research based instructional lessons using content area literacy.

## Goals Detail

**G1.** Student proficiency will increase in the AMO subgroups of Hispanic reading and white math, the lowest 25% in math, overall writing, and overall science by teachers delivering research based instructional lessons using content area literacy.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School

### Resources Available to Support the Goal

- Administration Literacy Coach Core Materials Online Resources aligned with core curriculum and standards

### Targeted Barriers to Achieving the Goal

- Students lack the ability to think critically and reason abstractly.
- Students lack the ability and opportunity to listen and convey ideas to others.
- Students lack the ability to apply reason to abstract real world problems.

## Plan to Monitor Progress Toward the Goal

Student proficiency will increase in all areas by teachers delivering research based instructional lessons using content area literacy.

### Person or Persons Responsible

Administration will monitor progress.

### Target Dates or Schedule:

Progress will be monitored quarterly after benchmark assessments, monthly at faculty best practices meetings, weekly during grade level planning meetings, and daily during classroom walkthroughs.

### Evidence of Completion:

Evidence will be increased student proficiency on fresh reads and benchmark assessments and noticeable use of CAR of non-fiction text during classroom walkthroughs.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Student proficiency will increase in the AMO subgroups of Hispanic reading and white math, the lowest 25% in math, overall writing, and overall science by teachers delivering research based instructional lessons using content area literacy.

**G1.B2** Students lack the ability to think critically and reason abstractly.

**G1.B2.S1** Teachers will increase and model the use of higher order questioning strategies that promote critical, independent, and creative thinking at the appropriate level of rigor according to Webb's Depth of Knowledge.

### Action Step 1

Training will be provided to all teachers in the use of higher order questioning strategies at the appropriate level of rigor according to Webb's Depth of Knowledge. Training will also be provided on literacy station activities and Close Analytic Reading CAR using these questioning strategies to break down complex text. Sample STEM questions will also be provided in reading and math.

### Person or Persons Responsible

ZSE principal, assistant principal, and literacy coach will provide schoolwide training on higher order questioning and Webb's Depth of Knowledge. Literacy trainer, Kathy Bumgardner, will provide schoolwide training on literacy stations and CAR.

### Target Dates or Schedule

A pre-school training will occur as well as ongoing training from the literacy coach and monthly best practice demonstrations.

### Evidence of Completion

Evidence of completion will be training agendas and sign in sheets. Classroom walkthroughs and instructional reviews will also reveal teachers questioning at higher levels.

### Facilitator:

Angella Coleman Melanie Henderson Tammy Pohl Kathy Bumgardner

### Participants:

Schoolwide

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

School administration will monitor the implementation by the literacy coach and teachers.

#### **Person or Persons Responsible**

Administration will monitor the fidelity of implementation.

#### **Target Dates or Schedule**

Implementation will be monitored during pre-school training, monthly at faculty best practices meetings, weekly during grade level planning meetings, and daily during classroom walkthroughs.

#### **Evidence of Completion**

Evidence will be the training agendas and sign in sheets as well as visible question STEM cards used by teachers during instruction.

### **Plan to Monitor Effectiveness of G1.B2.S1**

Lesson Plans will be monitored for inclusion essential questions as well as higher level questions throughout lessons. This will be documented and observed during classroom walkthroughs as well.

#### **Person or Persons Responsible**

Administration will be responsible.

#### **Target Dates or Schedule**

Effectiveness will be monitored monthly at faculty best practices meetings, weekly during grade level planning meetings, and daily during classroom walkthroughs.

#### **Evidence of Completion**

Classroom walkthroughs will reflect teachers asking questions at Depth of Knowledge levels 3 and 4.

**G1.B3** Students lack the ability and opportunity to listen and convey ideas to others.

**G1.B3.S1** Teachers will increase opportunities for students to engage in peer to peer discourse using collaborative structures in whole class, small group, and with a partner.

**Action Step 1**

Training will be provided to teachers on using collaborative structures such as Kagan strategies to facilitate students conversing in peer-to-peer discourse.

**Person or Persons Responsible**

The literacy coach will provide differentiated professional development to all teachers as needed.

**Target Dates or Schedule**

Training will be provided monthly at new teacher meetings and monthly at best practices meetings for entire faculty.

**Evidence of Completion**

Evidence will be teacher lesson plans including the use of collaborative structures as well as students actively engaging in conversations to comprehend and solve problems during classroom walkthroughs.

**Facilitator:**

The literacy coach, Angie Coleman, will provide training.

**Participants:**

New and veteran teachers will be trained in the use of collaborative structures.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1**

Teacher lessons will include opportunities for students to use collaborative structures to engage with other students.

**Person or Persons Responsible**

Administration will monitor the implementation of training by the literacy coach in collaborative structures.

**Target Dates or Schedule**

Training will be provided monthly at new teacher meetings and monthly at best practices meetings for entire faculty.

**Evidence of Completion**

Classroom walkthroughs will reveal students engaged in active conversations to solve real world problems. School collaborative structures calendars will indicate which structures are being used in each content area and/or grade level.

## Plan to Monitor Effectiveness of G1.B3.S1

Teacher lessons will include opportunities for students to use collaborative structures to engage with other students. Students will be actively engaged in conversations with peers to solve problems.

### Person or Persons Responsible

Administration will be responsible for monitoring effectiveness.

### Target Dates or Schedule

Training will be provided monthly at new teacher meetings and monthly at best practices meetings for entire faculty.

### Evidence of Completion

Classroom walkthroughs will reveal students engaged in active conversations to solve real world problems. School collaborative structures calendars will indicate which structures are being used in each content area and/or grade level.

## G1.B5 Students lack the ability to apply reason to abstract real world problems.

**G1.B5.S1** Teachers will model the reading of complex informational text including graphs, recipes, etc. and use Webb's Depth of Knowledge to develop stem questions for application.

### Action Step 1

Training will be provided to teachers on using non-fiction text and CAR to solve and/or summarize real world problems or tasks.

### Person or Persons Responsible

The Literacy Coach will provide schoolwide training.

### Target Dates or Schedule

Training will be provided during preschool and ongoing monthly during faculty best practices meetings.

### Evidence of Completion

Inservice sign in sheets and agenda will be provided as evidence.

### Facilitator:

The Literacy Coach will facilitate.

### Participants:

The training and implementation will be schoolwide.

### **Plan to Monitor Fidelity of Implementation of G1.B5.S1**

Review training agendas and see evidence of strategies and stem questions used in the classroom.

#### **Person or Persons Responsible**

Administration will monitor implementation.

#### **Target Dates or Schedule**

Implementation will be monitored during pre-school training, monthly at faculty best practices meetings, weekly during grade level planning meetings, and daily during classroom walkthroughs.

#### **Evidence of Completion**

Evidence will include lesson plans, inservice sign in sheets, and classroom walkthrough data.

### **Plan to Monitor Effectiveness of G1.B5.S1**

Administration will see evidence of strategies and STEM questions used in the classroom.

#### **Person or Persons Responsible**

Administration will monitor for effectiveness.

#### **Target Dates or Schedule**

Implementation will be monitored during pre-school training, monthly at faculty best practices meetings, weekly during grade level planning meetings, and daily during classroom walkthroughs.

#### **Evidence of Completion**

Lesson plans and classroom walkthroughs will reveal increased use of non-fiction text at higher levels of complexity. Students proficiency will increase in reading on weekly cold reads and quarterly benchmark assessments.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### 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 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 nutritious breakfasts for paying students as well as students on the free or reduced meal program. Such meals play an important part in supporting student achievement and teaching students the elements of good nutrition. The National School Lunch Program funds nutritious lunches for paying students as well as for students on the free or reduced meal program. 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 attend the ELL classes in an effort to learn English so that they can 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.



## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Student proficiency will increase in the AMO subgroups of Hispanic reading and white math, the lowest 25% in math, overall writing, and overall science by teachers delivering research based instructional lessons using content area literacy.

**G1.B2** Students lack the ability to think critically and reason abstractly.

**G1.B2.S1** Teachers will increase and model the use of higher order questioning strategies that promote critical, independent, and creative thinking at the appropriate level of rigor according to Webb's Depth of Knowledge.

### PD Opportunity 1

Training will be provided to all teachers in the use of higher order questioning strategies at the appropriate level of rigor according to Webb's Depth of Knowledge. Training will also be provided on literacy station activities and Close Analytic Reading CAR using these questioning strategies to break down complex text. Sample STEM questions will also be provided in reading and math.

#### Facilitator

Angella Coleman Melanie Henderson Tammy Pohl Kathy Bumgardner

#### Participants

Schoolwide

#### Target Dates or Schedule

A pre-school training will occur as well as ongoing training from the literacy coach and monthly best practice demonstrations.

#### Evidence of Completion

Evidence of completion will be training agendas and sign in sheets. Classroom walkthroughs and instructional reviews will also reveal teachers questioning at higher levels.

**G1.B3** Students lack the ability and opportunity to listen and convey ideas to others.

**G1.B3.S1** Teachers will increase opportunities for students to engage in peer to peer discourse using collaborative structures in whole class, small group, and with a partner.

**PD Opportunity 1**

Training will be provided to teachers on using collaborative structures such as Kagan strategies to facilitate students conversing in peer-to-peer discourse.

**Facilitator**

The literacy coach, Angie Coleman, will provide training.

**Participants**

New and veteran teachers will be trained in the use of collaborative structures.

**Target Dates or Schedule**

Training will be provided monthly at new teacher meetings and monthly at best practices meetings for entire faculty.

**Evidence of Completion**

Evidence will be teacher lesson plans including the use of collaborative structures as well as students actively engaging in conversations to comprehend and solve problems during classroom walkthroughs.

**G1.B5** Students lack the ability to apply reason to abstract real world problems.

**G1.B5.S1** Teachers will model the reading of complex informational text including graphs, recipes, etc. and use Webb's Depth of Knowledge to develop stem questions for application.

**PD Opportunity 1**

Training will be provided to teachers on using non-fiction text and CAR to solve and/or summarize real world problems or tasks.

**Facilitator**

The Literacy Coach will facilitate.

**Participants**

The training and implementation will be schoolwide.

**Target Dates or Schedule**

Training will be provided during preschool and ongoing monthly during faculty best practices meetings.

**Evidence of Completion**

Inservice sign in sheets and agenda will be provided as evidence.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Student proficiency will increase in the AMO subgroups of Hispanic reading and white math, the lowest 25% in math, overall writing, and overall science by teachers delivering research based instructional lessons using content area literacy.	\$600
Total		\$600

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title 1	\$600	\$600
Total	\$600	\$600

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Student proficiency will increase in the AMO subgroups of Hispanic reading and white math, the lowest 25% in math, overall writing, and overall science by teachers delivering research based instructional lessons using content area literacy.

**G1.B2** Students lack the ability to think critically and reason abstractly.

**G1.B2.S1** Teachers will increase and model the use of higher order questioning strategies that promote critical, independent, and creative thinking at the appropriate level of rigor according to Webb's Depth of Knowledge.

#### Action Step 1

Training will be provided to all teachers in the use of higher order questioning strategies at the appropriate level of rigor according to Webb's Depth of Knowledge. Training will also be provided on literacy station activities and Close Analytic Reading CAR using these questioning strategies to break down complex text. Sample STEM questions will also be provided in reading and math.

**Resource Type**

Professional Development

**Resource**

Literacy training

**Funding Source**

Title 1

**Amount Needed**

\$600