

Hardee County Schools

Zolfo Springs Elementary School



2019-20 Schoolwide Improvement Plan

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Zolfo Springs Elementary School

3215 SCHOOL HOUSE RD, Zolfo Springs, FL 33890

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

Demographics

Principal: Suzanne Stagg E

Start Date for this Principal: 8/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (60%) 2017-18: A (63%) 2016-17: B (54%) 2015-16: B (55%) 2014-15: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Hardee County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>67%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	A	B	B

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Achieving excellence in education in a safe, positive learning environment.

Provide the school's vision statement.

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Prescott , Emily	Teacher, K-12	
Pohl, Tammy	Principal	
Ussery, Sharon	Teacher, K-12	
Shivers, Sandy	Teacher, K-12	
Gicker, Kari	Teacher, K-12	
Moreau, Nicole	Teacher, K-12	
Coleman, Angella	Instructional Coach	
Dean, Jackie	Teacher, K-12	
LaJeunesse, Leigh	Assistant Principal	
Chapman, Krystin	School Counselor	
Thomas, Ketus	Teacher, K-12	
Woods, Amy	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	104	78	89	96	94	88	0	0	0	0	0	0	0	549
Attendance below 90 percent	0	8	0	0	1	1	0	0	0	0	0	0	0	10
One or more suspensions	2	0	0	0	1	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	9	9	5	6	6	10	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	18	21	31	0	0	0	0	0	0	0	70

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	2	1	1	7	10	9	0	0	0	0	0	0	0	30
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The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year	13	6	5	8	1	0	0	0	0	0	0	0	0	33
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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FTE units allocated to school (total number of teacher units)

42

Date this data was collected or last updated

Thursday 9/26/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Attendance below 90 percent	11	14	12	12	12	16	0	0	0	0	0	0	0	77
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One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Course failure in ELA or Math	8	8	3	7	7	13	0	0	0	0	0	0	0	46
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Level 1 on statewide assessment	0	0	0	2	15	18	0	0	0	0	0	0	0	35
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The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	2	0	1	1	7	7	0	0	0	0	0	0	0	18
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Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Attendance below 90 percent	11	14	12	12	12	16	0	0	0	0	0	0	0	77
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One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Course failure in ELA or Math	8	8	3	7	7	13	0	0	0	0	0	0	0	46
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Level 1 on statewide assessment	0	0	0	2	15	18	0	0	0	0	0	0	0	35
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The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	2	0	1	1	7	7	0	0	0	0	0	0	0	18

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	56%	56%	57%	47%	53%	55%
ELA Learning Gains	54%	56%	58%	49%	54%	57%
ELA Lowest 25th Percentile	47%	52%	53%	47%	56%	52%
Math Achievement	72%	71%	63%	65%	67%	61%
Math Learning Gains	76%	70%	62%	73%	66%	61%
Math Lowest 25th Percentile	74%	61%	51%	59%	56%	51%
Science Achievement	41%	43%	53%	37%	47%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	104 (0)	78 (0)	89 (0)	96 (0)	94 (0)	88 (0)	549 (0)
Attendance below 90 percent	0 (11)	8 (14)	0 (12)	0 (12)	1 (12)	1 (16)	10 (77)
One or more suspensions	2 (0)	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	3 (0)
Course failure in ELA or Math	9 (8)	9 (8)	5 (3)	6 (7)	6 (7)	10 (13)	45 (46)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	18 (2)	21 (15)	31 (18)	70 (35)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	53%	59%	-6%	58%	-5%
	2018	48%	57%	-9%	57%	-9%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	56%	57%	-1%	58%	-2%
	2018	61%	50%	11%	56%	5%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-5%				
Cohort Comparison		8%				
05	2019	54%	48%	6%	56%	-2%
	2018	55%	51%	4%	55%	0%
Same Grade Comparison		-1%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	67%	69%	-2%	62%	5%
	2018	69%	68%	1%	62%	7%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	71%	73%	-2%	64%	7%
	2018	65%	64%	1%	62%	3%
Same Grade Comparison		6%				
Cohort Comparison		2%				
05	2019	77%	62%	15%	60%	17%
	2018	79%	65%	14%	61%	18%
Same Grade Comparison		-2%				
Cohort Comparison		12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	37%	42%	-5%	53%	-16%
	2018	42%	45%	-3%	55%	-13%
Same Grade Comparison		-5%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	39	42	40	57	85	88	21				
ELL	38	46	50	60	69	54	24				
HSP	52	49	47	69	75	74	32				
WHT	63	61	50	77	78	73	53				
FRL	50	47	42	68	71	69	37				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	28	42	42	44	58	53	36				
ELL	18	50		41	67						
HSP	53	63	59	73	79	81	37				
WHT	59	55	40	73	84	80	50				
FRL	52	59	54	71	82	85	39				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	47	38	25	58		10				
ELL	21	39		53	59						
HSP	38	47	54	61	67	46	27				
WHT	59	52	40	69	78	71	46				
FRL	40	44	46	63	69	61	28				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	78
Total Points Earned for the Federal Index	498
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science decreased from the previous year's outcome and continues to be our lowest academic area. We are below both the district and state averages. In 2018, ZSE scored 43%. In 2019, the score decreased to 41%, with the district average being 43% and the state at 53%. Our goal is to have a slow increase in proficiency and to recognize that this ongoing gap should close.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

We sustained our overall percentages, with a drop in some areas by a few percentages. Science continues to be the area of concern.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science

Which data component showed the most improvement? What new actions did your school take in this area?

From the 2017-2018 School Grade, our overall percentages decreased a small amount. Math achievement, math learning gains, and math bottom quartile were the data components with the highest percentages. We will continue to conduct classroom observations, increase the levels of questioning, student accountability, and proficiency in standards when looking at individual or classroom data.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

For those students being retained or retained previously, it is important to track those students, monitor their learning, and formulate a MTSS for those individual students as needed. Parent and student data chats would be incorporated into this process.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Incorporate more hands-on opportunities for students to explore in the science content area.
2. Utilize the STEM lab in K-2; begin to explore the implementation of a STEM lab in grades 3-5 next year.
3. Adhere to science instructional block as written in academic schedules.
4. Periodic benchmark assessments to monitor growth in the area of science.
5. Implementation of the supplemental materials in science (Mystery Science; Coach Science; USA Test Prep) along with the adopted core curriculum, Fusion.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Science
Rationale	Fifth grade students are currently scoring 41% in science according to Florida Statewide Science Assessment. The state average is currently 53% with our district average being 43%. We are working to close the instructional gap from previous grade levels.
State the measurable outcome the school plans to achieve	The percent of fifth grade students achieving proficiency will increase from 41% to 50% as measured by FSSA, 2020. This will be an increase of 9% points.
Person responsible for monitoring outcome	Tammy Pohl (tpohl@hardee.k12.fl.us)
	Clear Lesson Goals/Mastery of the Florida Science Standard
Evidence-based Strategy	It is crucial that each teacher is clear about what the student is learning during each lesson. The effect that such clarity has on student results is 32% greater than the effect of holding high expectations for every student (and holding high expectations has a sizeable effect). If you cannot quickly and easily state what you want your students to know and be able to do at the end of a given lesson, the goal of your lesson will be unclear. Clear lesson goals help you (and your students) to focus every other aspect of your lesson on what matters most.
Rationale for Evidence-based Strategy	The effectiveness of an education program can often be improved when appropriate goals are set in place by the teachers and students. The greatest benefit is achieved when the students are clear on the goals as they will feel more ownership and accountability towards the goals. Goal setting allows the teacher to think critically about what the important concepts are and how a subject should be taught. This is crucial in science as this subject sets the stage for a lot of conceptual understanding.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implementation and fidelity of a continuous science instructional block as indicated by their classroom academic schedule and lesson plans. Classroom walk through data will support +/- deltas. 2. Progress monitoring of standards using USA Test Prep for Science in grades 3-5; benchmark testing grades K-2. 3. Ongoing review of science data through weekly grade level meetings. 4. STEM activities; K-2 Stem Lab (incorporates more hands-on projects); Mystery Science Program; 5. Integrate science vocabulary throughout all academic areas.
Person Responsible	Tammy Pohl (tpohl@hardee.k12.fl.us)

#2	
Title	
Rationale	
State the measurable outcome the school plans to achieve	
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

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

A newsletter goes home to parents from the school monthly including grade level accomplishments, progress on the school improvement plan, and opportunities to get involved as a parent. An automated

phone messaging system, Edulink, is used to inform parents of upcoming school events or absences of their child. ZSE also solicits feedback from parents on surveys regarding Title 1 and parent involvement yearly. Parents may contact teachers and administrators with questions.

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

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

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

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

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Title I, Part A

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

Title I, Part C- Migrant

The migrant coordinator and advocates collaborate with school staff to ensure that the needs of migrant students are met, along with implementing an after school program.

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.

Title III

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

Nutrition Programs

The School Breakfast/Lunch Program provides a free nutritious breakfast/lunch to all students. Such meals play an important part in supporting student achievement and teaching students the elements of good nutrition.

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.

Other

Title VI partially funds the District Data Coach, Performance Matters data management program, and the District Benchmark Assessment implementation.

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

A College and Career Day will be held in October, 2019. 10+ community, business, and industry partners will be on our campus. This will allow students in grade K-5 to visit different community partners, hear a short presentation, and build relationships by asking questions. Krystin Chapman, guidance counselor at ZSE, will visit all classrooms prior the College and Career Day to establish the awareness, give each child a booklet to record information, and write down any additional information the student feels would be helpful.

Part V: Budget

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

1	III.A.	Areas of Focus: Science				\$9,668.18
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400		0061 - Zolfo Springs Elementary School	Title, I Part A		\$500.00
<i>Notes: Mrs. Susan Barton provided training on our new STEM lab and how to incorporate STEM activities into their science standards for K-2 teachers.</i>						
	5100		0061 - Zolfo Springs Elementary School	Title IV		\$2,700.00
<i>Notes: Science kits for the K-2 STEM lab.</i>						
	5100		0061 - Zolfo Springs Elementary School	Title, I Part A		\$499.00
<i>Notes: Mystery Science Program used schoolwide.</i>						
			0061 - Zolfo Springs Elementary School	Other		\$0.00
<i>Notes: The Marvelous, Miraculous Circus Machine! The Circus Arts Conservatory from Sarasota, FL. Working with our 5th grade teachers and students.</i>						
			0061 - Zolfo Springs Elementary School			\$0.00
<i>Notes: Career Day incorporating science standards for K-5 students.</i>						
	3610		0061 - Zolfo Springs Elementary School	Other		\$200.00
<i>Notes: 5th grade students attending the Hardee High School Science Fair Expo. Transportation cost only to/from HHS.</i>						
	6150		0061 - Zolfo Springs Elementary School	Other		\$1,000.00
<i>Notes: Science Parent Night with guest, The Mad Scientist.</i>						
	5100		0061 - Zolfo Springs Elementary School	Title, I Part A		\$1,169.18
<i>Notes: Coach Science materials for 5th grade.</i>						
	5100		0061 - Zolfo Springs Elementary School	Title, I Part A		\$500.00
<i>Notes: Kindergarten supplemental materials for science instruction.</i>						
	5100		0061 - Zolfo Springs Elementary School			\$1,100.00
<i>Notes: USA Test Prep for Science-Grades 3-5</i>						
			0061 - Zolfo Springs Elementary School			\$0.00
<i>Notes: Implementation of our new ZSE Garden Club in grades K-2.</i>						
			0061 - Zolfo Springs Elementary School			\$0.00
<i>Notes: Outdoor Classroom provided in grades 3-5. Cost covered by the district.</i>						

	6400		0061 - Zolfo Springs Elementary School	Title, I Part A		\$500.00
			<i>Notes: During the school year, Mrs. Susan Barton will provide another training in science for ZSE instructional staff.</i>			
			0061 - Zolfo Springs Elementary School			\$0.00
			<i>Notes: Houghton Mifflin trainer provided a 90 minutes walk through of the current core curriculum, Fusion, during our inservice day in September, 2019.</i>			
	5100		0061 - Zolfo Springs Elementary School	Title IV		\$1,500.00
			<i>Notes: Additional materials for the STEM lab as well as 3-5 classrooms to conduct experiments with their students, as needed.</i>			
2	III.A.	Areas of Focus:				\$0.00
					Total:	\$9,668.18