

Hardee County Schools

Zolfo Springs Elementary School



2020-21 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: 10/15/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 was approved by the Hardee County School Board on 10/8/2020.

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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Zolfo Springs Elementary School

3215 SCHOOL HOUSE RD, Zolfo Springs, FL 33890

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	A	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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Thornton, Blaire	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	

Demographic Information

Principal start date

Thursday 10/15/2020, Suzanne Stagg E

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

41

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	96	78	89	85	90	0	0	0	0	0	0	0	542
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	9	9	5	6	6	8	0	0	0	0	0	0	0	43
Course failure in Math	5	6	8	9	8	9	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	9	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	13	0	0	0	0	0	0	0	15

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	3	4	4	5	5	8	0	0	0	0	0	0	0	29

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	20	10	3	7	2	1	0	0	0	0	0	0	0	43
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/29/2020

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	
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

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
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
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

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
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	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%
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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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

ESSA Federal Index	
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
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%	0

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.

Based on the 2019 data, our bottom 25% in ELA was low and continues to be low.

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

The bottom quartile has shown minimal growth when looking at data from the past 2 years.

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.

Bottom quartile was at 47% with the district being at 52% and state at 53%.

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

Math continues to be our strength.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

ELA bottom 25%

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

1. Intensify interventions in the 5 components of reading; phonics, phonemic awareness, vocabulary, fluency, and comprehension
2. Work to close the learning gap in ELA with monitoring and appropriate ELA interventions as needed
3. Provide intervention services specific to the ELA deficit (phonics, phonemic awareness, fluency, vocabulary, comprehension)
4. Restructure remediation schedules in grades 3-4-5

Part III: Planning for Improvement

Areas of Focus:

#1. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Classroom teachers will work to intensify ELA interventions, restructure the remediation plan, and provide more individualized interventions that address the five components of reading. ZSE would move from 47% to 55% in working with bottom quartile. 55% surpasses the district percentage of 52% and the state at 53%.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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 exciting learning activities to do at home.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: -- Select below --:	\$0.00
Total:			\$0.00