

Hardee County Schools

Zolfo Springs Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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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 Board Approval

This plan was approved by the Hardee County School Board on 10/26/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Stagg, Suzanne	Principal	Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing the MTSS with fidelity by assessing the MTSS levels of the staff, providing the support necessary for ongoing staff development, reviewing documentation of the effectiveness of interventions and teaching strategies being applied; and sees that appropriate communications between the parents and school are taking place.
LaJeunesse, Leigh	Assistant Principal	Assists in providing the vision and direction for the use of the data collected that will drive decision-making; helps to ensure that the school-based team is implementing the MTSS with fidelity by assessing the MTSS levels of the staff, providing the support necessary for on-going staff development, reviewing documentation of and the effectiveness of interventions and teaching strategies being applied; and ensures that appropriate communications between the parents and school are taking place.
Bryant, Jennifer	Teacher, K-12	Provides information about core instruction, participates in student data collection, delivers Tier I instruction/ intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier I material/ instruction with Tier 2/3 activities.
Coleman, Angella	Instructional Coach	Develops, leads, and evaluates core content standards and programs; identifies and analyzes existing literature on research-based curriculum, assessments, assists in the design and implementation of progress monitoring, data collection, and data analysis; along with district support, designs and delivers professional development needed to enhance the effectiveness of interventions; supports the implementation of Tier II, and Tier III intervention plans; mentors beginning teachers.
Hunnicut, Juliann	Curriculum Resource Teacher	Provides information about core instruction, participates in student data collection, delivers Tier I instruction/ intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier I material/ instruction with Tier 2/3 activities.
Reyes, Josie	School Counselor	Gathers data from teachers, schedules, and facilitates the RtI Meetings, guides and monitors the RtI process, supports data collection, investigates other factors such as behavior, attendance and health, assists with staff development, assists with data interpretation, provides additional testing information, and suggests strategies and modifications in instructional delivery.
Shivers, Sandy	Teacher, K-12	Provides information about core instruction, participates in student data collection, delivers Tier I instruction/ intervention, collaborates with other

Name	Position Title	Job Duties and Responsibilities
		staff to implement Tier 2 interventions, and integrates Tier I material/ instruction with Tier 2/3 activities.
Smith, Ashley	Teacher, K-12	Provides information about core instruction, participates in student data collection, delivers Tier I instruction/ intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier I material/ instruction with Tier 2/3 activities.
Ussery, Sharon	Teacher, K-12	Provides information about core instruction, participates in student data collection, delivers Tier I instruction/ intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier I material/ instruction with Tier 2/3 activities.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Zolfo Springs Elementary School (ZSE) School Advisory Council (SAC) is made up of teachers, educational support professionals, parents, school administrators, and other members of the business community who meet quarterly. The SAC provides representation for the stakeholders, as well as an opportunity to participate in the assessment of needs, development of priorities, and identification and use of resources based on an analysis of available school data. The SAC members assist in preparing and evaluating the School Improvement Plan (SIP), focus on and assist with recommendations concerning student achievement, provide input in matters concerning the disbursement of school improvement funds and other monies related to school improvement, and ensure that such expenditures are consistent with the SIP. ESSA subgroups that are identified as performing below the federal threshold are identified for the SAC, along with plans for support and performance. The SAC provides input for support for the targeted ESSA subgroups, and reviews these supports and data quarterly. The ZSE Leadership Team engages in data disaggregation and school improvement planning for each accountability indicator beginning in June. ESSA subgroups that are performing below the federal threshold are identified and plans for support, interventions, and improvement are developed. Preliminary school wide goals and action steps are drafted during summer planning. Prior to the start of the school year grade-level professional learning communities (PLCs) then further disaggregate data for their assigned grade level as well as the data for the students rising to their grade level during school improvement planning. Adjustments are made to grade-level focus calendars based on the needs of the students and goals set during summer planning. Decisions are made regarding resources, assessments, and intervention strategies during this summer planning process. The ZSE Leadership Team Meets monthly to monitor the progress of SIP implementation and student achievement. Grade-level PLCs meet on a weekly basis to disaggregate data, determine the effectiveness of interventions, and make adjustments as needed.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

ZSE's SIP plan goals will be reviewed at monthly leadership team meetings. Based on feedback and data the plan will be revised as needed. The plan will also be reviewed at each School Advisory Council meeting for stakeholder feedback.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	63%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	35	27	33	27	25	33	0	0	0	180
One or more suspensions	1	1	3	8	4	3	0	0	0	20
Course failure in English Language Arts (ELA)	6	11	3	15	3	2	0	0	0	40
Course failure in Math	4	4	4	19	6	7	0	0	0	44
Level 1 on statewide ELA assessment	0	0	0	31	22	23	0	0	0	76
Level 1 on statewide Math assessment	0	0	0	23	19	18	0	0	0	60
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	9	15	14	19	21	0	0	0	85

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	3	4	6	7	8	0	0	0	30

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	8	1	4	1	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	4	9	12	5	9	6	0	0	0	45
One or more suspensions	0	2	0	3	2	2	0	0	0	9
Course failure in ELA	14	12	3	6	8	3	0	0	0	46
Course failure in Math	9	11	2	23	7	21	0	0	0	73
Level 1 on statewide ELA assessment	0	0	0	31	16	25	0	0	0	72
Level 1 on statewide Math assessment	0	0	0	18	13	16	0	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	13	13	18	19	13	0	0	0	84

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	5	4	6	9	9	0	0	0	35

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	6	2	15	2	0	0	0	0	32
Students retained two or more times	0	0	0	4	0	0	0	0	0	4

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	4	9	12	5	9	6	0	0	0	45
One or more suspensions	0	2	0	3	2	2	0	0	0	9
Course failure in ELA	14	12	3	6	8	3	0	0	0	46
Course failure in Math	9	11	2	23	7	21	0	0	0	73
Level 1 on statewide ELA assessment	0	0	0	31	16	25	0	0	0	72
Level 1 on statewide Math assessment	0	0	0	18	13	16	0	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	13	13	18	19	13	0	0	0	84

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	5	4	6	9	9	0	0	0	35

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	6	2	15	2	0	0	0	0	32
Students retained two or more times	0	0	0	4	0	0	0	0	0	4

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	46	53	54	54	56	58		
ELA Learning Gains				52			49		
ELA Lowest 25th Percentile				39			57		
Math Achievement*	51	58	59	66	45	50	73		
Math Learning Gains				60			64		
Math Lowest 25th Percentile				52			75		
Science Achievement*	29	37	54	47	64	59	31		
Social Studies Achievement*					64	64			
Middle School Acceleration					55	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	54	57	59	56			53		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	227
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	426
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	2	
ELL	33	Yes	1	
AMI				
ASN				
BLK				
HSP	44			
MUL				
PAC				
WHT	49			
FRL	39	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	42			
AMI				
ASN				
BLK				
HSP	51			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	63			
FRL	52			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	45			51			29					54
SWD	24			32							4	42
ELL	25			31							4	54
AMI												
ASN												
BLK												
HSP	42			49			29				5	56
MUL												
PAC												
WHT	52			54			32				4	
FRL	39			47			21				5	51

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	54	52	39	66	60	52	47					56
SWD	20	21	19	57	61	62	18					40
ELL	39	38	21	52	53	62	16					56
AMI												
ASN												

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
BLK												
HSP	50	51	33	62	58	55	38					60
MUL												
PAC												
WHT	63	51	50	77	64		70					
FRL	51	50	45	63	56	52	42					54

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	58	49	57	73	64	75	31					53
SWD	37	40		58	75		26					
ELL	41	33		63	55		20					53
AMI												
ASN												
BLK												
HSP	56	52	69	74	71	69	26					50
MUL												
PAC												
WHT	61	40		71	50		39					
FRL	53	44	57	71	64	73	27					53

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	47%	48%	-1%	54%	-7%
04	2023 - Spring	54%	51%	3%	58%	-4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	46%	47%	-1%	50%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	51%	53%	-2%	59%	-8%
04	2023 - Spring	55%	61%	-6%	61%	-6%
05	2023 - Spring	51%	61%	-10%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	27%	35%	-8%	51%	-24%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school 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 assessment data the areas of lowest performance are Students with Disabilities and English Language Learner populations in both ELA and Math. 5th grade Science is another area in need of improvement.

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

ZSE's 5th grade math proficiency declined from 65% on FSA to 51% on the FAST assessment.

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.

5th grade Science had the greatest gap when compared to the state average. ZSE had 27% of 5th graders score a level 3-5 on the Science EOC and the state average was 51%. Factors we feel contributed are the lack of Science vocabulary being taught in lower grades.

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

ZSE's 3rd grade ELA scores improved from 45% of students making a 3-5 to 46% of students making a level 3-5. Grades 4-5 proficiency declined from 21-22. The actions we took were implementing backwards design and using HMH with fidelity.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The main area of concern when reviewing ZSE's EWS is attendance. 30% of our students missed more than 10% of the 22-23 school year.

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

1. Meet or exceed the state and districts averages in every category.
2. Improve our proficiency in ELA and Math in the SWD and ELL sub groups
3. Increase our 5th grade Science proficiency scores to meet the state and district average.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ZSE's ELL and SWD sub groups proficiency are an area of concern. 39% of ELL students and 21% of SWD students scored a level 3,4, or 5 in ELA on the state assessment. 52% of ELL and 57% of SWD students scored a level 3,4,5 in Math on the state assessment.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 23-24 school year, ZSE plans for 60% of our ELL students and 45% of our SWD to meet proficiency in ELA and 70 % of ELL students and 80% of SWD students to meet proficiency in Math.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Data reviews, data chats with staff and students, Administration will monitor schools "grow time" (small group break out's) daily, PLC planning.

Person responsible for monitoring outcome:

Suzanne Stagg (sstagg@hardee.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will use backwards design for lesson planning. Data will be reviewed at weekly PLC's. I-Ready, Waggle reading, Waggle math, Amari (fluency program for K-2) Daily small groups that will be adjusted based on student need. The inclusion model will be used for 4th and 5th grade SWD students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

ZSE's data in these two areas have shown a need for improvement for the last several years.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Training for Waggle and Amari
Data cards for each student
Training provided to paras for small group break outs
Training provided for ESE resource teacher and para.

Person Responsible: Suzanne Stagg (sstagg@hardee.k12.fl.us)

By When: 10/1/2023

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Positive culture and environment

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 23-24 school year ZSE would like to retain 95% of its instructional staff.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration will be more present in PLC meetings, daily classroom walk throughs, Monthly staff meetings, leadership team meetings.

Person responsible for monitoring outcome:

Suzanne Stagg (sstagg@hardee.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Staff (new and veteran) will have the opportunity to observe other classrooms, assistance from the curriculum coach, team building activities monthly.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers who feel supported and appreciated are more likely to remain at their current school.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grades K-2 have 30 minutes of "grow time" imbedded in their schedules. During this time students work in small groups based on skill remediation or enrichment needed.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Grades 3-5 have 30 minutes of "grow time" imbedded in their schedules. During this time students work in small groups based on skill remediation or enrichment needed.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

75% of students in grade K-2 will show gains from PM 1 to PM3.

Grades 3-5 Measurable Outcomes

60% of students in grades 3-5 will make a level 3,4,5 on the spring FAST ELA assessment.

Monitoring**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The schools "Grow Time" is monitored daily by administration. Data chats are held each 9-weeks with teachers to review progress. MTSS tiers are also monitored and adjusted as needed.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Stagg, Suzanne, sstagg@hardee.k12.fl.us

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Grades K-2 use 95% phonics program, Cars and Stars, i-Ready, Waggle, and Amari. Grades 3-5 use magnetic reading, i-Ready and waggle.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Yes

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership-School based administration will conduct frequent walk throughs and provide feedback to teachers, provide and schedule appropriate professional learning.	Stagg, Suzanne, sstagg@hardee.k12.fl.us
Literacy Coaching-The schools curriculum coach will assist teachers by modeling lessons and providing feedback and coaching to staff as needed.	Stagg, Suzanne, sstagg@hardee.k12.fl.us
Assessment- FAST and STAR assessments will be monitored and the data will be used to modify instruction and small groups.	Stagg, Suzanne, sstagg@hardee.k12.fl.us
Professional Learning-Will be provided by the schools curriculum coach and specialist from the Heartland Education Consortium.	

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school’s webpage* where the SIP is made publicly available.

The school's SIP will be reviewed with the school's SAC committee, posted on the school's website, and reviewed by the school's leadership team.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.
 List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

ZSE hosts four parent nights a year, parent conferences are held with all parents the first six weeks of school, awards are held at the end of each nine weeks, parents are informed of current school events on the school's Facebook page, Remind account, and website.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

ZSE has a robust afterschool and summer school program for all grades. Targeted ESSA subgroups are given priority invites to each of these programs. Summer programs provide both remediation and enrichment opportunities. On the activity rotation students have art, media, computers, and physical education. Student organizations provide opportunities for enrichment and include: Battle of the Books,

SSYRA Jr. Book Skirmish, , National Elementary Honor Society, Art Club, Music Club, Safety Patrol, Science Fair, and Student Council. ZSE has 1:1 Google Chromebook Access and interactive boards in every classroom. Enrichment opportunities are provided through the Realizing Excellence through Advanced Academic Curriculum of Hardee (REACH) program for students demonstrating placement in a class for high performing students in need of enrichment and acceleration. A gifted education program is also provided for students who qualify.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Title I, Part A: Improving the Academic Achievement of the Disadvantaged: Title I, Part A, helps ensure that all students have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. The following are provided by this program: literacy coach (partial salary), resource teacher salaries, extended day/year programs, supplemental materials, digital subscriptions, technology, professional development activities, homeless student materials and backpacks, parent involvement resources, i-Ready for grades K-8.

Title I, Part C: Education of Migratory Children: provides school supplies for migrant students and a migrant advocate. Title III, Part A: English Language Acquisition: Serves to improve the education of English language learners (ELLs) by assisting them in learning English and meeting the challenging and rigorous state academic content and student academic achievement standards.

Title III, Part A provides Imagine Learning, materials, and Rosetta Stone

Title IV, Part A: Student Support and Academic Enrichment improves student academic achievement by providing all students with access to a well-rounded education; improving school conditions for student learning to support safe and healthy students, and; improving the use of technology in order to advance digital literacy of all students. Title IV, Part A funds STEM Labs and Summer Programs

Title V, Part B, Subpart 2: Rural and Low-Income Schools Program: The purpose of this program is to meet the unique needs of rural and low-income districts by providing resources and flexibility to supplement selected ESEA priorities. Challenges faced by these districts often include the lack of personnel and resources needed to compete effectively for Federal competitive grants and formula grant allocations in amounts too small to be effective in meeting their intended purpose. These funds provide EDIS, Test item banks, NearPod, Teacher planning for school improvement, Data Analysis and Remind, an application for district-wide parent communication.

Title IX, Part A, Homeless Education Program: The purpose of this program is to review and revise policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools. These funds provide backpacks, school supplies and a student case worker.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
3	III.B.	Area of Focus: -- Select below --:	\$0.00

4	III.B.	Area of Focus: -- Select below --:	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No