Zellwood Elementary

2015-16 School Improvement Plan

Zellwood Elementary

3551 WASHINGTON ST, Zellwood, FL 32798

www.ocps.net/lc/north/eze

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	70%

School Grades History

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

Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Zellwood Elementary School learns about students' cultures and builds relationships between teachers and students through parent/student surveys, parent/student interviews, parent/teacher conferences, and family involvement events.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Zellwood Elementary School is in the third year of implementing Conversation Help Activity Movement Participation Success (CHAMPS) a program where procedures and expectations are directly taught, modeled, practiced, and reinforced with students. CHAMPS is used for school-wide, classroom, and bus expectations. Staff members supervise students during arrival and dismissal. The priority is on the safety of students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Zellwood Elementary School is in the third year of implementing CHAMPS which is used for school-wide, classroom, and bus expectations and procedures. These procedures and expectations are directly taught, modeled, practiced, and reinforced with students. A team of 10 staff members who have been fully trained in CHAMPS oversee the implementation of the program. The Guidance Counselor and Classroom teachers have reviewed the Student Code of Conduct with students during the first week of school and will conduct additional reviews each quarter. A school-wide behavioral plan is outlined in the Zellwood Way. A Positive Alternative to School Suspension room has been added to the school. A Behavior Team meets monthly to review referral data and plan ways to address issues.

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

The Guidance Counselor meets with individual or small groups of students to teach social skills and provide counseling. Zellwood Elementary also has access to mental health counseling through providers which have been approved through OCPS. A referral system is used to access these services.

Early Warning Systems

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

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

Zellwood Elementary School uses the following early warning indicators:
A. Attendance rates below 90%
B. One or more suspensions
C. Number of students earning a grade of an F in ELA or Math
D. A level 1 score on ELA or Math state Assessments
E Students with 2 or more Indicators

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13	13	10	10	10	9	65
One or more suspensions	0	2	1	4	3	4	14
Course failure in ELA or Math	20	24	45	95	50	49	283
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	4	2	6	12	6	8	38

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

Zellwood Elementary School uses several intervention strategies to improve the academic performance of students identified by the early warning system: The computer labs are open for students during the breakfast hour to work on reading and math programs. After School Tutoring Services (ATS) and the Minority Achievement Office (MAO) tutoring are provided after school for 1st-5th grade students. The Attendance Child Study Team meets monthly with the Social Worker and parents to address attendance issues. Summer Reading Camp is offered to K-2 students who have reading difficulties and to 3rd grade students who received a level 1 on state ELA assessments during this School Improvement Year.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/175251.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Zellwood Elementary School has a designated partner in education coordinator and a PIE committee. Together they seek out and encourage local businesses and organizations to support the school. Support may be in the form of donations of supplies, monetary donations or volunteer hours. Partners in education are encouraged to attend the school's monthly SAC meetings. Partners are recognized for their support.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Mattucci, Frank	Principal
Long, Sallie	Assistant Principal
Hunter, Carissa	Instructional Coach
Lovoy, Beth	Instructional Coach
Fisher, Shannon	Other
Hildago, Ena	Other
Cordero, Evelisse	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal – Oversees the MTSS process, participates in MTSS meetings, teacher observations (formal and informal) and teacher evaluations.
Assistant Principal- Oversees the MTSS process, participates in MTSS meetings, assessment team members, teacher observations (formal and informal) and teacher evaluations.
Reading Coach/Instructional Coach – Provides reading resources for interventions and enrichment, assessment team members,provides professional development, provides support for teachers in the teacher induction program.
CRT/MTSS Coordinator – Coordinates and provides professional development ,coordinates curriculum materials and assessments, provides math resources for interventions and enrichment, and coordinates intervention groups, enrichment groups, and progress monitoring.
Staffing Specialist– Coordinates the ESE eligibility process when a student does not respond to interventions, and also coordinates parent involvement.
CCT – Participates in MTSS meetings for ELL students and completes ANI's for ELL students.
Guidance Counselor - Oversees the CHAMPS and AVID programs', and is the mental health

counseling coordinator, provides counseling to individuals and small groups and participates in Behavior Team Meetings.

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

The MTSS/RtI team includes: Principal, Assistant Principal, Curriculum Resource Teacher, Staffing Specialist, Compliance Teacher, Coaches, school psychologist, and speech and language pathologist.
• MTSS/RtI team will meet with each grade level at the beginning of the year to discuss the problem solving model based on grade level data for the incoming students.
• MTSS/RtI team will meet monthly to discuss Tier 2 and Tier 3 interventions for individual students
• MTSS/RtI team will train teachers on expectations, data collection, and data analysis
• MTSS/RtI team will review existing action plans and update them as needed. The action plans will include timelines and assign responsibilities to school personnel.
• MTSS/RtI team will review and update the "menu of available intervention options" which follows an if-then problem/solution model.
Federal funds:
Title I: Covers the salaries of 6 teachers.
Title III: Purchase the supplemental computer-based program, Imagine Learning English. Purchased i-Ready Reading workbooks for 2nd-3rd ELL students.
State funds:
SAI Funds: Extended learning for 1st-5th grade enrichment and tutoring in science, math, reading, and writing.
MAO Funds: Tutoring for 3rd grade reading for district identified students; tutoring for 5th grade math for district identified students.
FTE, Full Time Equivalent: Per student expenditures for supplies, utilities, teacher salaries, etc. ESE paraprofessional, ESE teachers.
FEFP: Class size amendment – cover the salaries of some teachers
Local Funds:
Grants: Journeys into Arts and Culture to the Orlando Science Center in the amount of $974.88. .
Local Services:
Counseling: Mental Health Counseling
Partners In Education: Community partnerships. Ex: First United Methodist Church, Victory Church, Church of the Holy Spirit, Willow Street Neighborhood Center, Red Caps, Apopka Rotary Club,all who commit to volunteering for school wide activities and functions.
Apopka Chamber of Commerce: Local area schools partner with the Chamber. Annual event held to recognize the Teacher of the Year from each school in the Apopka area.
Local Programs:
Reading Paws Dog Therapy Team: Mentor to 3 students who need motivation to read.
Karate Zoo: After school program to develop physical and social skills.
JB Mobile Fitness: After school program to develop physical skills.
Agriculture Literacy Day: Apopka Middle and High School FFA read text to students. Spring 2016.
Apopka Arts and Jazz Festival: Fundraiser held annually with other area schools to spotlight art and music.
Zellwood ES Garden: Community/school involvement to grow and maintain a garden.
Zellwood History Project: Community/school involvement to develop student awareness of local history.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Frank Mattucci	Principal
Valerie Radcliffe	Parent
Evelisse Cordero	Parent
Carissa Hunter	Teacher
Celina Sierra	Teacher
Diana Morales	Parent
Cheryl Matthews	Parent
Reverend Nadine Richards	Business/Community
Bishop John Porter	Business/Community
Maria Anglada	Teacher
	Student

Duties

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

Evaluation of last year's school improvement plan

During the 2014-2015 SAC meetings, the goals of the School Improvement Plan and their progress were reviewed with the members of the SAC committee and the parents, staff and community members present at the meetings. As part of the review and monitoring process, performance data obtained from benchmark assessments and ongoing progress monitoring was shared with community stakeholders. During the meetings that were held following the Florida Comprehensive Assessment 2.0 period, the goals and barriers were shared with the intent to maintain, revise or omit. Recommendations discussed and revisions agreed upon were taken into advisement and consideration as part of the construction and implementation of the 2015-2016 school goals.

Development of this school improvement plan

Based on the feedback throughout the course of the 2014-2015 school year in our monthly School Advisory Committees, and requirements of the Florida School Improvement template, goals and activities have been identified to increase the levels of student achievement and decrease identified barriers posed in the 2014-2015 school year. The constructed plan will be systematically monitored throughout the 2015-2016 school year, during the meetings of the School Advisory Committee. The School Advisory Committee will appropriately represent the ethnic, racial and economic components of the school community. School Advisory Committee meetings will be scheduled for the third Thursday of each month and families will be notified via Connect - Ed, written print and the school marquee. The primary focus of the School Advisory Committee will be to assist in the evaluation and ongoing improvement of the School Improvement Plan. To do so, school administration will share the school's historical data, benchmark data, and progress monitoring data as it relates to the School Improvement Plan. The School Advisory Committee will collaborate, using such data, to identify problematic areas, identify strategies for improvement and create a plan of monitoring. The fiscal use of any additional discretionary funds that may be received by the School Advisory Committee will be reviewed, discussed and determined by them. With our goal of being a Five Star School, our community involvement plan is to implement the Zellwood History Project. Zellwood Historical Society, Sydonie Mansion, Long and Scott's Farm, Zellwood United Methodist Church, and the Zellwood Diner will be community partners for this project.

Preparation of the school's annual budget and plan

We will meet with our School Advisory Committee on a monthly basis and focus our efforts on improving the academics of our school. Before receiving the school budget, each year we hold discussions concerning our academic priorities for the coming year. We then use the input received to set budget priorities. Once the budget is complete it is shared with the School Advisory Council to garner consensus and agreement. The School Advisory Committee members are updated concerning progress throughout the school year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

While the School Advisory Council does not receive funding, it is involved in the decision making for the school budget.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Lovoy, Beth	Instructional Coach
Hunter, Carissa	Instructional Coach
Long, Sallie	Assistant Principal
Mattucci, Frank	Principal

Duties

Describe how the LLT promotes literacy within the school

One major initiative of the Zellwood LLT will coordinate to revise the procedures for Accelerated Reader and to communicate the A.R. expectations to teachers and students. Creating excitement and higher levels of participation are a goal. Implementing LAFS in ELA will be an ongoing focus addressed not only by the LLT, but grade level teams K-5 as well. We will use OCPS scope and sequence, Measurement Topic Plans and test item specifications to ensure that our instruction is rigorous. From data we know that Zellwood needs to increase reading levels and reading efficiency for all students. The Zellwood LLT will review data from Lexia and Reading Plus computer programs to track reading growth. The Zellwood Way, our plan of action for reading, includes the use of anchor charts and interactive word walls.

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Grade level teams have written Professional Learning Community (PLC) norms that provide guidelines for collaborative planning sessions. Part of the morning process includes discussion of what to do when the norms are not being followed. Teams are encouraged to challenge each other's thinking while

maintaining respect. This helps every team member learn and grow. PLC meetings have been scheduled for each month. PLC teams are responsible for creating an agenda, sign-in sheet, and notes for each meeting.

Communication between team members is aided by the creation of distribution lists for each grade level team. The school calendar (EZE calendar) is a vital tool for planning purposes. The school calendar is updated daily both for individual teachers and the whole school to use. Electronic invitations are used to communicate mandatory and optional events to team members. The school's SharePoint server is a place to house needed links, documents, chat rooms, etc. This is accessible from home computers. The Principal has weekly Grade Level Chair meetings to communicate and collaborate with the staff. Committees have been formed and will have scheduled monthly meetings to address different aspects of the school.

Zellwood has an active Social Committee that brings the faculty together for informal events. Some annual events are luncheons, ice cream socials, dinners during Parent-Teacher report card conferences. When staff members face challenges like extended illness, the loss of a loved one, or surgery, the Social Committee plays a role in support with cards, flowers, and other support.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We recruit staff through eRecruiting, interns, volunteers, and previous teachers. There is also a mentoring program implemented and monitored by the instructional reading coach, team leaders and school administrators. The Leadership Team also enacts professional development based on needs assessment. Our data meetings are held by the principal, Assistant Principal, CRT and Reading Coach. The MTSS Team is chaired by the MTSS Coordinator at regularly scheduled meetings. PLC's involve the Principal, team leaders and grade chairpersons.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Zellwood Elementary has matched all teachers who are new to Zellwood, new to teaching, or have changed grade levels with a mentor teacher. Mentor teachers have taken or will take "clinical educator". In making the mentor/mentee matches, Zellwood considered the experience level and background of the mentor teacher. A meeting was held with the mentors in September to outline their roles as established by Florida state statutes and district directives.

During pre-planning we had the initial meeting for the new teachers and the teachers who changed grade levels. We took them on a guided tour of the school. As we walked each hall throughout the campus we discussed the movement of students, safety issues, etc. This ensured that teachers and students would have a smooth first day of school. The school has a document, the Zellwood Way, which extends the staff handbook to instructional areas like reading, math, and writing. The Zellwood Way's non-negotiables were reviewed during pre-planning.

The Instructional Coach holds monthly meetings with new teachers. These meetings were posted on the school calendar. The meetings provide opportunities to review topics like planning for deliberate practice, expectations for parent contact, setting up Outlook folders, navigating the school's share point site, and other topics critical to smooth operations.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Through PLCs each team collaborates to align the instructional materials with the FL Common Core Standards. The Administrative team monitors the PLCs and lesson plans for compliance and fidelity. All supplemental materials have been pre-approved by the district to ensure alignment with FL Common Core Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The teachers focus on a daily learning target to meet the unit learning goal for each curriculum area. The teachers use a formative assessment at the end of the lesson to evaluate the student's success with the daily learning target. Students that are proficient, are provided enrichment activities and students who are not proficient are provided small group instruction to reteach the daily learning target. Students are then retested to assess mastery of the learning goal.
After each curriculum unit, teachers evaluate students' proficiency level through a common summative assessment. Students who are not proficient on the common summative unit assessment are provided secondary small group instruction and monitored for proficiency of unit learning goals.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day
Minutes added to school year: 19,320

Zellwood Elementary School will offer before school learning opportunities for students in grades K-5 five days a week. The children will be supervised by highly qualified personnel in the computer labs to use i-Ready for math, Lexia and Reading Plus for reading.

ATS tutoring funds will pay for after school tutoring for 1st through 5th grade students. One group will participate in computer-based learning in the computer labs after school up to three days a week. These students will practice both reading and math in the adaptive programs which meet the students exactly where they are and help them grow to grade level expectancy. There will be some face-to-face lessons provided in the labs based on the data. Another group of students in grade 3 will meet with tutors in small groups for math skill building.

The Minority Achievement Office is providing funding for additional tutoring two afternoons a week. One MAO group is for fifth grade math, and the other is for third grade reading. Zellwood Elementary is following the guidelines for student participation. The teacher student ratio is 1:15 as per the MAO plan.

Enrichment Activities for a Well Rounded Education - Students are eligible to participate in the Green Team to demonstrate responsibility for recycling on the campus. Students assist with the morning announcements using technology including a "green screen". Students may join the Chorus that meets after school to prepare for performances on campus and in the community. Additional opportunities include art club, sports club, and chess club.

Strategy Rationale

Improvement in instruction and student growth may be achieved through additional time to practice, use of different instructional methods, and opportunities for students to demonstrate strengths in different ways.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Mattucci, Frank, franklin.mattucci@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Before School Learning:
i-Ready, Lexia, Reading Plus – collect data from the computer program (baseline and ending level) Data will show an increase of one grade level - Principal
ATS tutoring after school - Ongoing Progress Monitoring, i-Ready, and mini assessment data- Principal
. The expectation is that there will be an increase of a one year grade level growth. - Principal
MAO Tutoring - reading mini assessment data - Mr. Mastantonio, math mini assessment data - Mrs. Turnage
Data will show an increase of a one year grade level growth in compliance with the MAO guidelines.

Student Transition and Readiness

PreK-12 Transition

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

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

The Voluntary Prekindergarten program at Zellwood helps children develop a love of learning. A strong emphasis is placed on teaching pre-reading, pre-writing, pre-math, and social skills. Children develop oral language skills which will help them experience more success throughout life. This structured learning helps foster abilities which help students be successful as they transition into kindergarten. In the spring, Zellwood ES provides an opportunity for preschool students from other schools to visit the school and spend time in a Kindergarten classroom. This helps PK students feel more comfortable with the transition to Kindergarten.

College and Career Readiness

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

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. In order to be the top producer of successful students, we are going to improve the teachers' understanding of rigorous instructional design including deconstructing, planning for, and implementing the Florida standards. (Division priorities: Increase CTE programs and certifications and Invest in Human Capital)

G2. In order to ensure our students are ready to meet the requirements for career and college, we are going to improve awareness of life opportunities and possibilities. (Division Priorities: Ensure Career and College Readiness and Provide Empowering Environments)

G3. In order to provide equal access to academic success, Zellwood will improve the intensity of our ELL and ESE subgroups' instruction. (Division Priorities: Accelerate Student Performance and Narrow Achievement Gaps)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. In order to be the top producer of successful students, we are going to improve the teachers' understanding of rigorous instructional design including deconstructing, planning for, and implementing the Florida standards. (Division priorities: Increase CTE programs and certifications and Invest in Human Capital) 1a

Targets Supported 1b

🔍 G072870

Indicator	Annual Target

Resources Available to Support the Goal 2

- OCPS provides Measurement Topic Plans or MTPs.
- OCPS provides a scope and sequence to ensure that all standards are addressed in the course of the school year.
- Teachers plan with the end in mind by creating an MTP unit summative in the initial phases of the planning process.
- Instructional plans include lesson sequences that follow the gradual release model.
- Instructional plans include moving from DQ2 to DQ3/DQ4 as in the Marzano instructional model.
-

Targeted Barriers to Achieving the Goal 3

- Teachers need additional support to fully understand the LAFS and MAFS standards.
- Teachers need additional support to deconstruct and plan using the new standards.

Plan to Monitor Progress Toward G1. 8

Leadership team members will meet each week to review Measurement Topic Plan unit lesson plans and summative assessments. When walking classrooms, gather evidence that the plans are being implemented effectively.

Person Responsible
Frank Mattucci

Schedule
Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion
Classroom walkthrough data Lesson plans I-observation data

G2. In order to ensure our students are ready to meet the requirements for career and college, we are going to improve awareness of life opportunities and possibilities. (Division Priorities: Ensure Career and College Readiness and Provide Empowering Environments) `1a`

🔍 G072871

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	

Resources Available to Support the Goal `2`

- Partnership with UCF to have mentoring opportunities for ELL students at Zellwood.

- Field trips to expose students to college environment.

- Teach In with outside presenters in various fields.

- Expanding our Media hours - students and parents have more opportunities for families' computer usage.

- AVID notebooks

- Teachers support a college mindset by wearing college shirts every Wednesday.

Targeted Barriers to Achieving the Goal `3`

- Teachers understanding the rigor of the new Fl. Common Core Standards that are going to be tested on the FSA and the depth of knowledge the students must reach.

- Students may have adults in the home who have limited awareness to support 21'st Century Learning.

Plan to Monitor Progress Toward G2. `8`

Student AVID binders will be monitored and assessed monthly.

Person Responsible
Frank Mattucci

Schedule
Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion
AVID rubric assessment data

G3. In order to provide equal access to academic success, Zellwood will improve the intensity of our ELL and ESE subgroups' instruction. (Division Priorities: Accelerate Student Performance and Narrow Achievement Gaps) `1a`

Targets Supported `1b`   🔍 G072872

Indicator	Annual Target

Resources Available to Support the Goal `2`

- There is an active bilingual PLC at Zellwood that includes the principal, Compliance Teacher, and bilingual teachers.

- Teachers deconstruct the standards which helps identify prerequisite skills that may be lacking for under resourced students.

- Zellwood Elementary teachers use anchor charts and interactive word walls to make learning visible and resources available.

- The ESE teacher is previewing and reviewing skills from the MTP units.

- We enroll students in either Lexia or Reading Plus for reading, and i-Ready for math. All are adaptive programs, to meet the needs of all learners.

Targeted Barriers to Achieving the Goal `3`

- Need for differentiated instruction.

- Increase the rigor of instruction in K-5 for ESE and ELL students.

Plan to Monitor Progress Toward G3. `8`

Teachers plan for rigor during ELA and Math instruction. Plans are turned in and evaluated biweekly. School administration will observe the rigorous lessons implemented during reading and math. The Leadership Team will observe differentiation and scaffolding during instruction for ELL and ESE students. They will observe evidence of SIOP language objectives and previewing and reviewing being implemented in the classrooms.

Person Responsible

Ena Hildago

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

CWT data Lesson plan review notes Data meeting agendas and notes Data charts PLC notes

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. In order to be the top producer of successful students, we are going to improve the teachers' understanding of rigorous instructional design including deconstructing, planning for, and implementing the Florida standards. (Division priorities: Increase CTE programs and certifications and Invest in Human Capital) 1

🔍 G072870

G1.B8 Teachers need additional support to fully understand the LAFS and MAFS standards. 2

🔍 B190243

G1.B8.S1 Professional development to deepen the teachers' understanding of the standards, Depth of Knowledge, DOK, levels of the standards, and create instructional activities that meet the rigor of the standards. 4

🔍 S201597

Strategy Rationale

Professional development helps teachers clear up misconceptions and allows for collaborative discussions. In addition, teachers will better understand the NEW learning that must occur at their grade level when we consider the vertical alignment of the Florida standards during professional development.

Action Step 1 5

Continually evaluate plans for rigorous instructional activities and then based on the analysis, schedule PD.

Person Responsible

Frank Mattucci

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Lesson plans and classroom walk through data collection.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Monitor PLC collaborative planning

Person Responsible

Frank Mattucci

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

PLC agendas, sign-in sheets, notes, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Summative assessments will be used to monitor subgroup student achievement

Person Responsible

Frank Mattucci

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Summative assessment data, data binder, data walls, data matrix

G1.B9 Teachers need additional support to deconstruct and plan using the new standards. `2`

B190244

G1.B9.S1 Leadership support during collaborative lesson planning to deconstruct the standard. `4`

S201598

Strategy Rationale

Deconstructing the standards enables the teachers to better understand the components of each standard.

Action Step 1 `5`

A leadership team member has been assigned to assist each grade level.

Person Responsible

Frank Mattucci

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

PLC notes and lesson plans.

G2. In order to ensure our students are ready to meet the requirements for career and college, we are going to improve awareness of life opportunities and possibilities. (Division Priorities: Ensure Career and College Readiness and Provide Empowering Environments) 1

🔑 G072871

G2.B3 Teachers understanding the rigor of the new Fl. Common Core Standards that are going to be tested on the FSA and the depth of knowledge the students must reach. 2

🔑 B190247

G2.B3.S1 Teachers will attend a professional development on deconstructing the Fl. math standards and MTP's to identify the specific skills the students must learn and the depth of knowledge they must achieve. 4

🔑 S201605

Strategy Rationale

We have a new set of standards and test item specs

Action Step 1 5

Provide professional development for teachers to show them how to deconstruct the standards and utilize the MTP's .

Person Responsible

Carissa Hunter

Schedule

On 8/15/2014

Evidence of Completion

Teachers will create common summative assessments using the MTP's, test item specs, and the new Fl. Standards

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

The strategy will be evident in lesson plans created during teacher planning time.

Person Responsible

Carissa Hunter

Schedule

Weekly, from 8/11/2014 to 5/6/2015

Evidence of Completion

A checklist will be used to evaluate lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Common summative assessment data will reflect the student's proficiency level of unit scale. Small group reteach and a retest of summatve assessment will address students scoring below proficiency level.

Person Responsible

Carissa Hunter

Schedule

On 5/6/2015

Evidence of Completion

Student data uploaded to Performance Matters

G2.B9 Students may have adults in the home who have limited awareness to support 21'st Century Learning. `2`

🔍 B190253

G2.B9.S1 Offer parent workshops `4`

🔍 S201608

Strategy Rationale

To increase parental awareness of 21st Century Learning which includes New Literacies and collaboration across Networks.

Action Step 1 `5`

Parent workshops to increase parent awareness of 21'st Century Learning skills.

Person Responsible

Frank Mattucci

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Sign in sheets and agendas

G3. In order to provide equal access to academic success, Zellwood will improve the intensity of our ELL and ESE subgroups' instruction. (Division Priorities: Accelerate Student Performance and Narrow Achievement Gaps) 1

🔍 G072872

G3.B1 Need for differentiated instruction. 2

🔍 B190254

G3.B1.S1 Standardization of the Zellwood lesson plan template. Mandatory to include accommodations for ELL, ESE students, enrichment opportunities, and strategies to make learning accessible. 4

🔍 S201609

Strategy Rationale

Action Step 1 5

Meet and propose a uniform lesson plan template. Lesson plan template to include a section where accommodations and instructional strategies are included for differentiation.

Person Responsible

Carissa Hunter

Schedule

On 10/1/2015

Evidence of Completion

Notes from the planning sessions and final template loaded to the school's collaboration site for teacher use. Completed lesson plans are to be posted weekly. Classroom walk through data will track use of differentiation as listed on the plans.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Mandatory to include accommodations for ELL, ESE students, enrichment opportunities, and strategies to make learning accessible. Teachers post plans using the standardized template.

Person Responsible

Carissa Hunter

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Lesson plan review, lesson plans posted online, CWT data, monitoring by CT and Staffing Specialist for adherence to ANI and IEP

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Review lesson plans to ensure they include accommodations for ELL, ESE students, enrichment opportunities, and strategies to make learning accessible.
Perform CWT so Accommodations for ELL and ESE students implemented not just evident in the lesson plans
Marzano highly effective strategies will be used by the students not just evident in lesson plans

Person Responsible

Carissa Hunter

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Lesson plan review data, lesson plans posted online, CWT data, monitoring by CT and Staffing Specialist for adherence to ANI and IEP.

G3.B1.S2 Standardization of the Zellwood lesson plan template. Mandatory to include gradual release method of instruction. I do: teacher modeling; We do: guided support with feedback; You do: independent practice. `4`

🔍 S201610

Strategy Rationale

Action Step 1 `5`

Each core lesson plan is planned collaboratively with grade level teams will include teacher modeling (I do). This will ensure that ELL and other students who need extra support will have a mental model to refer to as the lesson progresses. Guided support will be explicit in the lesson plan, We do. Students will deepen their understanding as they independently practice, I do.

Person Responsible

Ena Hildago

Schedule

On 6/1/2016

Evidence of Completion

Higher self-assessment on the learning scale; classroom walk through data collection; lesson plan review.

Action Step 2 5

Meet and propose a uniform lesson plan template. Lesson plan template to include a section where accommodations and instructional strategies are included for differentiation.

Person Responsible

Frank Mattucci

Schedule

On 8/27/2015

Evidence of Completion

Notes from the planning sessions and final template loaded to the school's collaboration site for teacher use. Completed lesson plans are to be posted weekly. Classroom walk through data will track use of differentiation as listed on the plans.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Mandatory to include accommodations for ELL, ESE students, enrichment opportunities, and strategies to make learning accessible.
Teachers post plans using the standardized template

Person Responsible

Ena Hildago

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Lesson plan review, lesson plans posted online, CWT data, monitoring by CT and Staffing Specialist for adherence to ANI and IEP.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Teachers who use the gradual release method will score "applying" or "innovating" on Marzano teacher effectiveness scale for DQ3.
As students have an effective mental model from the "I do" and "We do" part of the lessons there will be increased student scores on reading assessments like FAIR, Performance Matters benchmark, classroom formative assessments
Higher student self- assessments on the learning scale.

Person Responsible

Beth Lovoy

Schedule

Weekly, from 9/7/2015 to 6/1/2016

Evidence of Completion

Lesson plan review CWT Student success on the learning scale Student reading assessment scores Marzano teacher effectiveness data

G3.B1.S5 Data-driven instruction. Data indicates what level and how much differentiation is required. Some students receive interventions while other students receive enrichment. `4`

🔍 S201613

Strategy Rationale

Action Step 1 `5`

Multiple data sources are used to form intervention groups (Tier 2, Tier 3) and enrichment groups. On the master schedule for individual students, course work is indicated – enrichment or interventions. Students are moved between groups as data indicates a need. Grade level teams meet weekly to analyze the data and make necessary changes.

Person Responsible

Sallie Long

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Master schedule, lists of the tiered system of support that name students and instructional goals.

Plan to Monitor Fidelity of Implementation of G3.B1.S5 6

Data meetings with grade level teams and Bilingual PLC
Data collected from targeted formative assessments for both interventions and enrichment
Incoming students assessed to place in correct group at the outset

Person Responsible

Ena Hildago

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Data meeting agendas and notes Teachers' data notebooks

Plan to Monitor Effectiveness of Implementation of G3.B1.S5 7

Collect data to track that students' growth in reading increases over time
Ensure flexible grouping occurs
When student appears to be mastering a skill, the teacher plans to strengthen other areas of
learning

Person Responsible

Carissa Hunter

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Data meeting agendas and notes Teachers' data notebooks

G3.B1.S11 SIOP Training on writing language objectives [4]

🔍 S201619

Strategy Rationale

Action Step 1 [5]

SIOP Training with a focus on implementing language objectives.

Person Responsible

Ena Hildago

Schedule

Every 2 Months, from 10/7/2015 to 6/1/2016

Evidence of Completion

Professional development agenda and sign-in sheets, lesson plan reviews, CWT

Plan to Monitor Fidelity of Implementation of G3.B1.S11 [6]

Professional development will be given to support teachers in the implementation of language objectives in lessons. Teachers will include language objectives in lesson plans.

Person Responsible

Beth Lovoy

Schedule

Monthly, from 10/7/2015 to 6/1/2016

Evidence of Completion

Professional development agenda, sign-in sheets, lesson plans.

Plan to Monitor Effectiveness of Implementation of G3.B1.S11 [7]

Collect data through cold reads to track students' growth over time.

Person Responsible

Sallie Long

Schedule

Monthly, from 10/7/2015 to 6/1/2016

Evidence of Completion

Cold read data charts

G3.B5 Increase the rigor of instruction in K-5 for ESE and ELL students. 2

🔍 B190258

G3.B5.S1 Grade level teams create a summative assessment for an ELA unit of study. They plan a daily learning target for the unit based on the MTP. This ensures that each day of the plan is focused on the standard that the summative will measure. ESE teachers preview and review MTP skills with ESE students. SIOP language objectives are addressed in lesson plans to meet the proficiency levels of the ELL students. 4

🔍 S201630

Strategy Rationale

Deconstructed standards require deep analysis of what is really to be measured. Plan with the end in mind.

Action Step 1 5

Teachers will plan each ELA unit of study using "backward design".

Person Responsible

Frank Mattucci

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Lesson plan review, analysis of summative assessments.

Plan to Monitor Fidelity of Implementation of G3.B5.S1 6

The leadership team monitors lesson plans. Classroom walk-throughs are conducted to monitor implementation of plans.

Person Responsible

Frank Mattucci

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Lesson plans and feedback. CWT data.

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 `7`

Monitored through CWT. SIOP objective evident in plans and on Common Board.

Person Responsible

Frank Mattucci

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

CWT data

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B8.S1.A1	Continually evaluate plans for rigorous instructional activities and then based on the analysis, schedule PD.	Mattucci, Frank	8/24/2015	Lesson plans and classroom walk through data collection.	6/8/2016 weekly
G1.B9.S1.A1	A leadership team member has been assigned to assist each grade level.	Mattucci, Frank	8/11/2014	PLC notes and lesson plans.	6/5/2015 weekly
G2.B3.S1.A1	Provide professional development for teachers to show them how to deconstruct the standards and utilize the MTP's .	Hunter, Carissa	8/4/2014	Teachers will create common summative assessments using the MTP's, test item specs, and the new Fl. Standards	8/15/2014 one-time
G2.B9.S1.A1	Parent workshops to increase parent awareness of 21'st Century Learning skills.	Mattucci, Frank	8/24/2015	Sign in sheets and agendas	6/8/2016 monthly
G3.B1.S1.A1	Meet and propose a uniform lesson plan template. Lesson plan template to include a section where accommodations and instructional strategies are included for differentiation.	Hunter, Carissa	9/1/2015	Notes from the planning sessions and final template loaded to the school's collaboration site for teacher use. Completed lesson plans are to be posted weekly. Classroom walk through data will track use of differentiation as listed on the plans.	10/1/2015 one-time
G3.B1.S2.A1	Each core lesson plan is planned collaboratively with grade level teams will include teacher modeling (I do). This will ensure that ELL and other students who need extra support will have a mental model to refer to as the lesson progresses. Guided support will be explicit in the lesson plan, We do. Students will deepen their understanding as they independently practice, I do.	Hildago, Ena	9/1/2015	Higher self-assessment on the learning scale; classroom walk through data collection; lesson plan review.	6/1/2016 one-time
G3.B1.S5.A1	Multiple data sources are used to form intervention groups (Tier 2, Tier 3) and enrichment groups. On the master schedule for individual students, course work is indicated – enrichment or interventions. Students are moved between groups as data indicates a need. Grade level teams meet weekly	Long, Sallie	9/1/2015	Master schedule, lists of the tiered system of support that name students and instructional goals.	6/1/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	to analyze the data and make necessary changes.				
G3.B1.S11.A1	SIOP Training with a focus on implementing language objectives.	Hildago, Ena	10/7/2015	Professional development agenda and sign-in sheets, lesson plan reviews, CWT	6/1/2016 every-2-months
G3.B5.S1.A1	Teachers will plan each ELA unit of study using "backward design".	Mattucci, Frank	8/24/2015	Lesson plan review, analysis of summative assessments.	6/8/2016 weekly
G3.B1.S2.A2	Meet and propose a uniform lesson plan template. Lesson plan template to include a section where accommodations and instructional strategies are included for differentiation.	Mattucci, Frank	8/27/2015	Notes from the planning sessions and final template loaded to the school's collaboration site for teacher use. Completed lesson plans are to be posted weekly. Classroom walk through data will track use of differentiation as listed on the plans.	8/27/2015 one-time
G1.MA1	Leadership team members will meet each week to review Measurement Topic Plan unit lesson plans and summative assessments. When walking classrooms, gather evidence that the plans are being implemented effectively.	Mattucci, Frank	8/24/2015	Classroom walkthrough data Lesson plans I-observation data	6/8/2016 biweekly
G1.B8.S1.MA1	Summative assessments will be used to monitor subgroup student achievement	Mattucci, Frank	8/24/2015	Summative assessment data, data binder, data walls, data matrix	6/8/2016 monthly
G1.B8.S1.MA1	Monitor PLC collaborative planning	Mattucci, Frank	8/24/2015	PLC agendas, sign-in sheets, notes, lesson plans	6/8/2016 monthly
G2.MA1	Student AVID binders will be monitored and assessed monthly.	Mattucci, Frank	8/24/2015	AVID rubric assessment data	6/8/2016 monthly
G2.B3.S1.MA1	Common summative assessment data will reflect the student's proficiency level of unit scale. Small group reteach and a retest of summatve assessment will address students scoring below proficiency level.	Hunter, Carissa	8/11/2014	Student data uploaded to Performance Matters	5/6/2015 one-time
G2.B3.S1.MA1	The strategy will be evident in lesson plans created during teacher planning time.	Hunter, Carissa	8/11/2014	A checklist will be used to evaluate lesson plans	5/6/2015 weekly
G3.MA1	Teachers plan for rigor during ELA and Math instruction. Plans are turned in and evaluated biweekly. School administration will observe the rigorous lessons implemented during reading and math. The Leadership Team will observe differentiation and scaffolding during instruction for ELL and ESE students. They will observe evidence of SIOP language objectives and previewing and reviewing being implemented in the classrooms.	Hildago, Ena	9/1/2015	CWT data Lesson plan review notes Data meeting agendas and notes Data charts PLC notes	6/1/2016 biweekly
G3.B1.S1.MA1	Review lesson plans to ensure they include accommodations for ELL, ESE students, enrichment opportunities, and strategies to make learning accessible. Perform CWT so Accommodations for ELL and ESE students implemented not just evident in the lesson plans Marzano highly effective strategies will be used by the students not just evident in lesson plans	Hunter, Carissa	9/1/2015	Lesson plan review data, lesson plans posted online, CWT data, monitoring by CT and Staffing Specialist for adherence to ANI and IEP.	6/1/2016 weekly
G3.B1.S1.MA1	Mandatory to include accommodations for ELL, ESE students, enrichment opportunities, and strategies to make	Hunter, Carissa	9/1/2015	Lesson plan review, lesson plans posted online, CWT data, monitoring	6/1/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	learning accessible. Teachers post plans using the standardized template.			by CT and Staffing Specialist for adherence to ANI and IEP	
G3.B5.S1.MA1	Monitored through CWT. SIOP objective evident in plans and on Common Board.	Mattucci, Frank	8/24/2015	CWT data	6/8/2016 biweekly
G3.B5.S1.MA1	The leadership team monitors lesson plans. Classroom walk-throughs are conducted to monitor implementation of plans.	Mattucci, Frank	8/24/2015	Lesson plans and feedback. CWT data.	6/8/2016 biweekly
G3.B1.S2.MA1	Teachers who use the gradual release method will score "applying" or "innovating" on Marzano teacher effectiveness scale for DQ3. As students have an effective mental model from the "I do" and "We do" part of the lessons there will be increased student scores on reading assessments like FAIR, Performance Matters benchmark, classroom formative assessments Higher student self- assessments on the learning scale.	Lovoy, Beth	9/7/2015	Lesson plan review CWT Student success on the learning scale Student reading assessment scores Marzano teacher effectiveness data	6/1/2016 weekly
G3.B1.S2.MA1	Mandatory to include accommodations for ELL, ESE students, enrichment opportunities, and strategies to make learning accessible. Teachers post plans using the standardized template	Hildago, Ena	9/1/2015	Lesson plan review, lesson plans posted online, CWT data, monitoring by CT and Staffing Specialist for adherence to ANI and IEP.	6/1/2016 weekly
G3.B1.S5.MA1	Collect data to track that students' growth in reading increases over time Ensure flexible grouping occurs When student appears to be mastering a skill, the teacher plans to strengthen other areas of learning	Hunter, Carissa	9/1/2015	Data meeting agendas and notes Teachers' data notebooks	6/1/2016 biweekly
G3.B1.S5.MA1	Data meetings with grade level teams and Bilingual PLC Data collected from targeted formative assessments for both interventions and enrichment Incoming students assessed to place in correct group at the outset	Hildago, Ena	9/1/2015	Data meeting agendas and notes Teachers' data notebooks	6/1/2016 biweekly
G3.B1.S11.MA1	Collect data through cold reads to track students' growth over time.	Long, Sallie	10/7/2015	Cold read data charts	6/1/2016 monthly
G3.B1.S11.MA1	Professional development will be given to support teachers in the implementation of language objectives in lessons. Teachers will include language objectives in lesson plans.	Lovoy, Beth	10/7/2015	Professional development agenda, sign-in sheets, lesson plans.	6/1/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. In order to be the top producer of successful students, we are going to improve the teachers' understanding of rigorous instructional design including deconstructing, planning for, and implementing the Florida standards. (Division priorities: Increase CTE programs and certifications and Invest in Human Capital)

G1.B8 Teachers need additional support to fully understand the LAFS and MAFS standards.

G1.B8.S1 Professional development to deepen the teachers' understanding of the standards, Depth of Knowledge, DOK, levels of the standards, and create instructional activities that meet the rigor of the standards.

PD Opportunity 1

Continually evaluate plans for rigorous instructional activities and then based on the analysis, schedule PD.

Facilitator

Curriculum Resource Teacher, Instructional Coach, Reading Coach, Compliance Teacher

Participants

Grade level teams, support teachers, paraprofessionals.

Schedule

Weekly, from 8/24/2015 to 6/8/2016

G2. In order to ensure our students are ready to meet the requirements for career and college, we are going to improve awareness of life opportunities and possibilities. (Division Priorities: Ensure Career and College Readiness and Provide Empowering Environments)

G2.B3 Teachers understanding the rigor of the new Fl. Common Core Standards that are going to be tested on the FSA and the depth of knowledge the students must reach.

G2.B3.S1 Teachers will attend a professional development on deconstructing the Fl. math standards and MTP's to identify the specific skills the students must learn and the depth of knowledge they must achieve.

PD Opportunity 1

Provide professional development for teachers to show them how to deconstruct the standards and utilize the MTP's .

Facilitator

CRT/Math Coach

Participants

All classroom teachers

Schedule

On 8/15/2014

G3. In order to provide equal access to academic success, Zellwood will improve the intensity of our ELL and ESE subgroups' instruction. (Division Priorities: Accelerate Student Performance and Narrow Achievement Gaps)

G3.B1 Need for differentiated instruction.

G3.B1.S11 SIOP Training on writing language objectives

PD Opportunity 1

SIOP Training with a focus on implementing language objectives.

Facilitator

CT and District ELL Support Teacher

Participants

Classroom Teachers

Schedule

Every 2 Months, from 10/7/2015 to 6/1/2016

G3.B5 Increase the rigor of instruction in K-5 for ESE and ELL students.

G3.B5.S1 Grade level teams create a summative assessment for an ELA unit of study. They plan a daily learning target for the unit based on the MTP. This ensures that each day of the plan is focused on the standard that the summative will measure. ESE teachers preview and review MTP skills with ESE students. SIOP language objectives are addressed in lesson plans to meet the proficiency levels of the ELL students.

PD Opportunity 1

Teachers will plan each ELA unit of study using "backward design".

Facilitator

Beth Lovoy

Participants

K-5 teachers

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B8.S1.A1	Continually evaluate plans for rigorous instructional activities and then based on the analysis, schedule PD.				$16,380.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		120-Classroom Teachers	0461 - Zellwood Elementary	Title I Part A		$16,380.00
2	G1.B9.S1.A1	A leadership team member has been assigned to assist each grade level.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0461 - Zellwood Elementary			$2,000.00
3	G2.B3.S1.A1	Provide professional development for teachers to show them how to deconstruct the standards and utilize the MTP's .				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0461 - Zellwood Elementary			$1,000.00
4	G2.B9.S1.A1	Parent workshops to increase parent awareness of 21'st Century Learning skills.				$4,072.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0461 - Zellwood Elementary	Title I Part A		$4,072.00
5	G3.B1.S1.A1	Meet and propose a uniform lesson plan template. Lesson plan template to include a section where accommodations and instructional strategies are included for differentiation.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0461 - Zellwood Elementary			$500.00
6	G3.B1.S11.A1	SIOP Training with a focus on implementing language objectives.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000		0461 - Zellwood Elementary			$500.00
7	G3.B1.S2.A1	Each core lesson plan is planned collaboratively with grade level teams will include teacher modeling (I do). This will ensure that ELL and other students who need extra support will have a mental model to refer to as the lesson progresses. Guided support will be explicit in the lesson plan, We do. Students will deepen their understanding as they independently practice, I do.				$1,000.00

Budget Data

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0461 - Zellwood Elementary			$1,000.00
8	**G3.B1.S2.A2**	**Meet and propose a uniform lesson plan template. Lesson plan template to include a section where accommodations and instructional strategies are included for differentiation.**				**$575.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0461 - Zellwood Elementary			$575.00
9	**G3.B1.S5.A1**	**Multiple data sources are used to form intervention groups (Tier 2, Tier 3) and enrichment groups. On the master schedule for individual students, course work is indicated – enrichment or interventions. Students are moved between groups as data indicates a need. Grade level teams meet weekly to analyze the data and make necessary changes.**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0461 - Zellwood Elementary			$1,000.00
10	**G3.B5.S1.A1**	**Teachers will plan each ELA unit of study using "backward design".**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0461 - Zellwood Elementary			$2,000.00
					Total:	**$29,027.00**