

Orange County Public Schools

# Zellwood Elementary



2017-18 Schoolwide Improvement Plan

## Zellwood Elementary

3551 WASHINGTON ST, Zellwood, FL 32798

<https://zellwoodes.ocps.net/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	C

*\*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Zellwood Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

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

#### 2. School Environment

##### a. 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. The ESOL Compliance Teacher coordinates and facilitates the ESOL Parent Leadership Council meetings four times a year. Monthly parent engagement activities help strengthen the relationships between teachers, students, and families. The Parent Engagement Liaison has a booth at every parent engagement activity. She provides information, resources, and builds relationships with families.

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

Zellwood Elementary School is in the fifth 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.

##### c. 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 fifth 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. The Guidance Counselor has been fully trained in CHAMPS and oversees 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 conduct additional reviews each quarter. A school-wide behavioral plan is outlined in the Zellwood Way. A Behavior Team meets monthly to review referral data and plan ways to address issues.

##### d. 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. The referral process starts when a teacher or

parent contacts the Guidance Counselor who then follows the SEDNET referral process which is used to access these services. Zellwood ES is in the process of establishing a mentoring program with Valencia State College. This opportunity will provide mentors to students who have been identified by classroom teachers. This partnership has come about due to the efforts of the Apopka Begins and Ends with an A: Zellwood Community Action Team.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

#### a. 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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	22	13	11	13	14	20	0	0	0	0	0	0	0	93
One or more suspensions	0	0	0	1	0	5	0	0	0	0	0	0	0	6
Course failure in ELA or Math	14	3	3	6	4	5	0	0	0	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	33	35	55	0	0	0	0	0	0	0	123

*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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	6	0	0	7	7	15	0	0	0	0	0	0	0	35

#### c. 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 3rd-5th grade students. The Attendance Child Study Team meets monthly with the Social Worker and parents to address attendance issues. Teachers contact parents after three unexcused absences in a month. The Registrar sends an attendance letter when a student is absent 10 days within the nine weeks. 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. The Leadership Team meets bi-monthly to monitor and discuss students with early warning indicators.

Zellwood Elementary School is in the fifth 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. The Guidance Counselor has been fully trained in CHAMPS and oversees 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 conduct additional reviews each quarter. A school-wide behavioral plan is outlined in the Zellwood Way. A Behavior Team meets monthly to review referral data and plan ways to address issues.

The MTSS Coordinator provides professional development, coordinates curriculum materials and assessments, provides math resources for interventions and enrichment, and coordinates intervention groups, enrichment groups, and progress monitoring.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

### 1. 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.

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

##### 1. PFEP Link

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

##### 2. Description

The FLDOE will upload PIP.

### 2. 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. A Community Action Team through the Apopka Begins and Ends with an A Program was implemented in the winter of 2017. The CAT team meets monthly to identify school needs, problem solve, and bring resources to the school and the surrounding community. This year Zellwood Elementary has added a Parent Engagement Liaison who will partner with families to increase family engagement with the result of increased student outcomes.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Mattucci, Frank	Principal
Long, Sallie	Assistant Principal
Hunter, Carissa	Instructional Coach
Hildago, Ena	Instructional Coach
Cordero, Evelisse	School Counselor
Jadonath, Harrischandra	Instructional Coach
Caswell, Paul	Other
Jacovino, Barbara	Instructional Coach

**b. Duties**

**1. 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 Academic Needs Improvement Plans for ELL students.

Guidance Counselor - Oversees the CHAMPS program and is the mental health counseling coordinator, provides counseling to individuals and small groups and participates in Behavior Team Meetings.

**2. 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.**

In order to meet the needs of the students, the school team uses the CRMs and the state standards to plan lessons and instruction. Grade level teams meet twice a week for common planning. The Reading Coach and Math Coach facilitate meetings to ensure lessons are rigorous and aligned with the standards.

The MTSS/Rtl team includes: Principal, Assistant Principal, Curriculum Resource Teacher, Staffing Specialist, Compliance Teacher, Coaches, School Psychologist, and Speech and Language Pathologist.

- MTSS/Rtl 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/Rtl 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 2 teachers, a Parent Education Liaison, and a Program Assistant.

Title III: Covers the salary of one bilingual paraprofessional.

21st Century Community Learning Center Academy Grant: Enrichment program and math tutoring for students in KG-5th grades.

State funds:

ATS Funds: Extended learning for 3rd-5th grade enrichment and tutoring in reading.

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 Services:

Counseling: Mental Health Counseling

Partners In Education: Community partnerships. Ex: First United Methodist Church, Victory Church, Willow Street Neighborhood Center, Red Caps, Florida Hospital, and 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:

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 2018.

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.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

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

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

During the 2016-2017 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 diagnostic assessments and ongoing progress monitoring was shared with community stakeholders. During the meetings that were held following the FSA, 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 2017-2018 school goals.

*b. Development of this school improvement plan*

Based on the feedback throughout the course of the 2016-2017 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 2016-2017 school year. The constructed plan will be systematically monitored throughout the 2017-2018 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 Tuesday of each month and families will be notified via Connect Orange, 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. 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.

*c. Preparation of the school's annual budget and plan*

We 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.

**2. 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.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Jacovino, Barbara	Instructional Coach
Hunter, Carissa	Instructional Coach
Long, Sallie	Assistant Principal
Mattucci, Frank	Principal

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

One major initiative of the Zellwood LLT is to create excitement and higher levels of participation in literacy. 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, CRMs, STO Progressions, 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 iReady Reading assessments to monitor student reading growth. The Zellwood Way, our plan of action for reading, includes the use of anchor charts and interactive word walls. One of the monthly parent engagement activities is Literacy Night. This activity is designed to connect parents with key components of the literacy process and reinforce the skills taught in the classroom. Accelerated Reader is utilized to provide a comprehensive incentive program for student reading.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**1. 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.

## **2. 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 Instructional Coaches. The MTSS Team is chaired by the MTSS Coordinator at regularly scheduled meetings. PLC's involve the Principal, team leaders and grade chairpersons.

## **3. 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 at the beginning of the year to outline their roles as established by Florida state statutes and district directives.

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, CHAMPS, content curriculum, ESE, and other topics critical to smooth operations.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

**1. 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 Florida State 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 Florida State Standards.

**b. Instructional Strategies**

**1. 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 checks for understanding throughout the units 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.

After each curriculum unit, teachers evaluate students' proficiency level through a common formative assessment. Students who are not proficient on the common formative unit assessment are provided secondary small group instruction and monitored for proficiency of unit learning goals.

**2. 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:** Before School Program

**Minutes added to school year:** 5,400

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

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".

***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***

iReady data (baseline and end of year) will be used to determine student achievement growth in reading and math.

**Strategy:** Weekend Program

**Minutes added to school year:** 4,800

ATS Tutoring and Title I Pilot Program will be used to provide direct and targeted instruction to strengthen English Language Arts skills on Saturdays for four hours each day for 20 sessions.

**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

**Person(s) responsible for monitoring implementation of the strategy**

Hunter, Carissa, carissa.hunter@ocps.net

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

Progress monitoring will be done by review of the Performance Coach lesson progress (weekly) as well as reviewing i-Ready instructional usage and percent proficient data (monthly).

**Strategy:** After School Program

**Minutes added to school year:** 16,680

The 21st Century Community Learning Academy Grant provides enrichment opportunities and math tutoring for students in KG-5th grade four days a week.

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, STEM 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**

iReady data (baseline and end of year) will be used to determine student achievement growth in math.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

#### **1. 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.

Every spring the guidance department from Wolf Lake Middle School comes to Zellwood to present information to the 5th grade students, conduct a screening, and allow students to select electives. The students are given an opportunity to tour the middle school and see what a morning is like at the school.

### b. College and Career Readiness

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

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

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

#### **4. 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.**

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

## **B. 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.

## **C. Strategic Goals**

## 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.** Zellwood Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance)
  
- G2.** Zellwood Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps)
  
- G3.** Zellwood Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness).

## Strategic Goals Detail

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

**G1.** Zellwood Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance) 1a

G094755

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	56.0
FSA ELA Achievement	50.0

**Targeted Barriers to Achieving the Goal** 3

- Students lack academic vocabulary.
- Teachers need support in analyzing data and using data to drive instruction.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- OCPS provides Curriculum Resource Materials (CRMs).
- 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 a CRM 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.
- District-wide assessment resources

**Plan to Monitor Progress Toward G1.** 8

Leadership team members will meet monthly with teachers to discuss academic notebooks and review samples.

**Person Responsible**

Frank Mattucci

**Schedule**

Monthly, from 8/23/2017 to 5/30/2018

**Evidence of Completion**

Academic notebooks, formative assessments, summative assessments, and student data tracking sheets

**G2.** Zellwood Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps) 1a

G094756

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	59.0
ELA/Reading Gains	51.0

**Targeted Barriers to Achieving the Goal** 3

- Training teachers to utilize the district wide assessments while providing ELL/ESE accommodations.
- Students have limited academic vocabularies.

**Resources Available to Help Reduce or Eliminate the Barriers** 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 CRM units.
- Students who are below grade level are enrolled in i-Ready for math and reading. This is an adaptive programs which meets the needs of all learners.

**Plan to Monitor Progress Toward G2.** 8

Leadership Team will monitor progress through MTSS meetings, classroom walkthroughs, and formative assessment data.

**Person Responsible**

Frank Mattucci

**Schedule**

Biweekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

CWT data, academic notebooks, formative assessment data, and MTSS data.

**G3.** Zellwood Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness). 1a

G094757

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	51.0
FSA Mathematics Achievement	59.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of technology .
- Lack of enrichment opportunities.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Parent Education Liaison
- Gifted Teacher

**Plan to Monitor Progress Toward G3.** 8

Student work samples, assessments, and CWT data will be reviewed throughout the year.

**Person Responsible**

Frank Mattucci

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Student work samples, assessments, and CWT data.

## 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.** Zellwood Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance) 1

G094755

**G1.B1** Students lack academic vocabulary. 2

B254769

**G1.B1.S1** Academic notebooks will be used to develop student understanding of critical input experiences. Students will reflect to refine and advance their thinking. 4

S269115

### Strategy Rationale

Improved academic knowledge has a positive impact on student achievement.

### Action Step 1 5

Provide teacher training on the use of academic notebooks.

#### Person Responsible

Barbara Jacovino

#### Schedule

Weekly, from 8/7/2017 to 8/23/2017

#### Evidence of Completion

Teachers will create a graphic organizer on main ideas of academic notebooks.

### Action Step 2 5

Weekly monitoring of implementation of academic notebooks in the classrooms.

#### Person Responsible

Frank Mattucci

#### Schedule

Weekly, from 8/24/2017 to 5/30/2018

#### Evidence of Completion

Samples of student academic notebooks including teacher feedback to the students.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Weekly monitoring of implementation of academic notebooks in the classrooms.

**Person Responsible**

Frank Mattucci

**Schedule**

Weekly, from 8/24/2017 to 5/30/2018

***Evidence of Completion***

Samples of student academic notebooks including teacher feedback to the students.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Teachers will have the opportunity to see how students are applying the academic vocabulary. Students will be able to revise their academic understanding based on teacher feedback.

**Person Responsible**

Frank Mattucci

**Schedule**

Weekly, from 8/24/2017 to 5/30/2018

***Evidence of Completion***

Formative assessment data and samples of student work in academic notebooks.

**G1.B1.S2** Explicit instruction led by initiatives presented at the DPLC. 4

S269116

**Strategy Rationale**

Utilizing best practices through district initiatives.

**Action Step 1** 5

The school DPLC team will disseminate information to teachers teams to inform vocabulary instruction.

**Person Responsible**

Frank Mattucci

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Monitoring of team PLCs and assessment data.

**Action Step 2** 5

Implementation of DPLC initiatives in the classrooms.

**Person Responsible**

Frank Mattucci

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Classroom walkthroughs and assessment data

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Monitor PLCs and Classrooms for implementation of DPLC initiatives.

**Person Responsible**

Frank Mattucci

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Classroom walkthrough and assessment data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Monitor assessment data and make changes as needed.

**Person Responsible**

Frank Mattucci

**Schedule**

Triannually, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

District assessment data

**G1.B7** Teachers need support in analyzing data and using data to drive instruction. **2**

 B254775

**G1.B7.S1** Monitor results of formative assessments for grade levels, classroom, and subgroups. Growth monitoring assessments will be given throughout the year. **4**

 S269121

**Strategy Rationale**

Data from formative and growth monitoring assessments will be analyzed and used to make instructional decisions.

**Action Step 1** **5**

Professional development on analyzing assessment results.

**Person Responsible**

Carissa Hunter

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Student achievement results will be monitored for grade level, classroom, and subgroups.

**Action Step 2** **5**

The leadership team will follow-up the professional development as PLC partners to ensure teachers are analyzing student achievement results and using these results to make instructional decisions.

**Person Responsible**

Carissa Hunter

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Student achievement results will be monitored for grade level, classroom, and subgroups through MTSS and data meetings.

**Plan to Monitor Fidelity of Implementation of G1.B7.S1** 6

Review the data and grouping of students for differentiated instruction.

**Person Responsible**

Frank Mattucci

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Classroom walkthroughs, PLC products

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1** 7

Student achievement results will be monitored for grade level, classroom, and subgroups.

**Person Responsible**

Frank Mattucci

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Student data tracking sheets, MTSS data, PLC products

**G2.** Zellwood Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps) 1

G094756

**G2.B1** Training teachers to utilize the district wide assessments while providing ELL/ESE accommodations.

2

B254776

**G2.B1.S1** Implement the use of district wide assessment resources to generate tests aligned with standards and DOK levels coupled with ELL/ESE students receiving their documented accommodations.

4

S269122

### Strategy Rationale

Monitoring and tracking student progress will help teachers make instructional decisions to increase student achievement.

### Action Step 1 5

Professional Development on the use of ESE/ELL accommodations for the classroom and assessments.

#### Person Responsible

Paul Caswell

#### Schedule

Semiannually, from 9/6/2017 to 5/30/2018

#### Evidence of Completion

Classroom walk through data on the use of accommodations in the classroom and input from Support Facilitators on the effectiveness of the strategies.

### Action Step 2 5

Professional development on the use of district wide resources for assessments.

#### Person Responsible

Carissa Hunter

#### Schedule

Quarterly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Monitor for implementation of district wide resources through lesson plan reviews and classroom walkthroughs.

**Action Step 3** 5

Grade level PLCs and data meetings to analyze data and make instructional decisions.

**Person Responsible**

Frank Mattucci

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Student achievement results will be monitored for grade level, classroom, and subgroups. PLCs will submit a written product of their data analysis and next steps after each meeting. Classroom walkthroughs will provide evidence of implementation of these next steps.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Monitor the implementation of accommodations for ESE/ELL students in the classroom and on assessments.

**Person Responsible**

Ena Hildago

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Assessment data, ESE Progress Reports. classroom walkthrough data, and teacher feedback.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

The Leadership Team and Grade Level Teams meet following each unit assessment to determine the effectiveness of instruction and compare classroom and subgroup data.

**Person Responsible**

Frank Mattucci

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Data from formative and summative assessments.

**G2.B6** Students have limited academic vocabularies. 2

 B254781

**G2.B6.S1** Bilingual teachers will use the Bilingual Framework in their classrooms. This includes color-coded print, "the Bridge", and multiple word walls in Spanish and English. 4

 S269137

**Strategy Rationale**

The Bilingual Framework is advocated by Multi-Lingual Department.

**Action Step 1** 5

The Bilingual Framework will continue to be implemented.

**Person Responsible**

Ena Hildago

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Classroom walk throughs, academic notebooks, and formative assessments.

**Plan to Monitor Fidelity of Implementation of G2.B6.S1** 6

Quarterly monitoring of academic progress for the ELL students.

**Person Responsible**

Ena Hildago

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Classroom walkthroughs, academic notebooks, and formative assessments.

**Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7**

Quarterly monitoring of trend data for the ELL students.

**Person Responsible**

Carissa Hunter

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Classroom walkthroughs, academic notebooks, and formative assessments.

**G2.B6.S2** The CRM unit plans include academic vocabulary words that are to be taught. Teachers will plan to practice these words in whole group lessons, small group situations, and independent practice at centers. Students use academic notebooks to record key information and show their processing of vocabulary. 4

 S269138

**Strategy Rationale**

Students require multiple exposures to new words to master them.

**Action Step 1 5**

ESE students will be retaught academic vocabulary words in a small group setting.

**Person Responsible**

Barbara Jacovino

**Schedule**

Weekly, from 10/6/2014 to 6/5/2015

**Evidence of Completion**

Summative assessment scores

**G2.B6.S3** Teachers include SIOP language goals. 4

 S269139

**Strategy Rationale**

Under-resourced learners need unique presentations to fully understand content.

**Action Step 1** 5

Teachers include SIOP language goals in all lesson plans.

**Person Responsible**

Ena Hildago

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

**G3.** Zellwood Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness). 1

G094757

**G3.B1** Lack of technology . 2

B254784

**G3.B1.S1** Employ multiple opportunities for students to interact with digital technology. 4

S269141

### Strategy Rationale

Experience with digital technology will help inform student achievement.

### Action Step 1 5

Incentive programs will be used for increasing use of technology.

#### Person Responsible

Carissa Hunter

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Program reports and achievement data will be linked to usage of the technology.

### Action Step 2 5

STEM Club will be offered to provide technology integration activities and critical problem solving activities.

#### Person Responsible

Harrischandra Jadonath

#### Schedule

Monthly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Formative assessment data and CWT data.

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

Students progress will be monitored on district formative assessments given through digital assessments.

**Person Responsible**

Harrischandra Jadonath

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Formative assessments and digital usage reports.

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

District formative assessment results will show increase in student achievement.

**Person Responsible**

Carissa Hunter

**Schedule**

Triannually, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

District formative assessment results will show student growth.

**G3.B1.S2** Provide opportunities to educate parents on the use of digital technology to support student achievement. 4

 S269142

### **Strategy Rationale**

Experience with digital technology will help inform student achievement.

### **Action Step 1** 5

Enrichment opportunities will be provided to directly instruct students on critical thinking skills.

#### **Person Responsible**

Frank Mattucci

#### **Schedule**

Weekly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

Classroom walthoughs and student work.

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

Leadership Team will review student work samples, assessments, and CWT data.

#### **Person Responsible**

Frank Mattucci

#### **Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

Student work samples, assessments, and CWT data.

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

Leadership Team will review student work samples, assessments, and CWT data.

**Person Responsible**

Frank Mattucci

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Student work samples, assessments, and CWT data.

**G3.B3** Lack of enrichment opportunities. 2

 B254786

**G3.B3.S1** Employ enrichment opportunities which will help increase critical thinking and problem solving skills. 4

 S269144

**Strategy Rationale**

Enrichment opportunities will help increase critical thinking and problem solving skills.

**Action Step 1** 5

Enrichment opportunities will be provided to directly instruct students on critical thinking skills.

**Person Responsible**

Harrischandra Jadonath

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Classroom walkthroughs and formative assessments.

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Leadership Team will review student work samples, assessments, and CWT data.

**Person Responsible**

Harrischandra Jadonath

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Student work samples, formative assessments and CWT data.

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

District formative assessment results will show increase in student achievement.

**Person Responsible**

Ena Hildago

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

CWT data and district formative assessments.

**G3.B3.S2** Chess enrichment program will be offered to students to provide them with critical thinking and problem solving skills. 4

S269145

### Strategy Rationale

Chess will help increase critical thinking and problem solving skills.

### Action Step 1 5

Chess will be implemented into the after school 21st Century Learning Grant program.

#### Person Responsible

Frank Mattucci

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Formative assessment data will show improvement in problem solving skills.

### Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Review student formative assessment data.

#### Person Responsible

Carissa Hunter

#### Schedule

Quarterly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Formative assessment data will show improvement in problem solving skills.

**Plan to Monitor Effectiveness of Implementation of G3.B3.S2** 7

Review formative assessment data.

**Person Responsible**

Carissa Hunter

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Formative assessment data will show improvement in problem solving skills.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G2.B6.S2.A1  A359155	ESE students will be retaught academic vocabulary words in a small group setting.	Jacovino, Barbara	10/6/2014	Summative assessment scores	6/5/2015 weekly
G2.B6.S3.A1  A359156	Teachers include SIOP language goals in all lesson plans.	Hildago, Ena	8/18/2014		6/5/2015 weekly
G1.B1.S1.A1  A359125	Provide teacher training on the use of academic notebooks.	Jacovino, Barbara	8/7/2017	Teachers will create a graphic organizer on main ideas of academic notebooks.	8/23/2017 weekly
G1.MA1  M383753	Leadership team members will meet monthly with teachers to discuss academic notebooks and review...	Mattucci, Frank	8/23/2017	Academic notebooks, formative assessments, summative assessments, and student data tracking sheets	5/30/2018 monthly
G2.MA1  M383788	Leadership Team will monitor progress through MTSS meetings, classroom walkthroughs, and formative...	Mattucci, Frank	8/14/2017	CWT data, academic notebooks, formative assessment data, and MTSS data.	5/30/2018 biweekly
G3.MA1  M383797	Student work samples, assessments, and CWT data will be reviewed throughout the year.	Mattucci, Frank	8/14/2017	Student work samples, assessments, and CWT data.	5/30/2018 quarterly
G1.B1.S1.MA1  M383741	Teachers will have the opportunity to see how students are applying the academic vocabulary....	Mattucci, Frank	8/24/2017	Formative assessment data and samples of student work in academic notebooks.	5/30/2018 weekly
G1.B1.S1.MA1  M383742	Weekly monitoring of implementation of academic notebooks in the classrooms.	Mattucci, Frank	8/24/2017	Samples of student academic notebooks including teacher feedback to the students.	5/30/2018 weekly
G1.B1.S1.A2  A359126	Weekly monitoring of implementation of academic notebooks in the classrooms.	Mattucci, Frank	8/24/2017	Samples of student academic notebooks including teacher feedback to the students.	5/30/2018 weekly
G1.B7.S1.MA1  M383751	Student achievement results will be monitored for grade level, classroom, and subgroups.	Mattucci, Frank	8/14/2017	Student data tracking sheets, MTSS data, PLC products	5/30/2018 monthly
G1.B7.S1.MA1  M383752	Review the data and grouping of students for differentiated instruction.	Mattucci, Frank	8/14/2017	Classroom walkthroughs, PLC products	5/30/2018 monthly
G1.B7.S1.A1  A359132	Professional development on analyzing assessment results.	Hunter, Carissa	8/14/2017	Student achievement results will be monitored for grade level, classroom, and subgroups.	5/30/2018 monthly
G1.B7.S1.A2  A359133	The leadership team will follow-up the professional development as PLC partners to ensure teachers...	Hunter, Carissa	8/14/2017	Student achievement results will be monitored for grade level, classroom, and subgroups through MTSS and data meetings.	5/30/2018 monthly
G2.B1.S1.MA1  M383754	The Leadership Team and Grade Level Teams meet following each unit assessment to determine the...	Mattucci, Frank	8/14/2017	Data from formative and summative assessments.	5/30/2018 monthly
G2.B1.S1.MA1  M383755	Monitor the implementation of accommodations for ESE/ELL students in the classroom and on...	Hildago, Ena	8/14/2017	Assessment data, ESE Progress Reports. classroom walkthrough data, and teacher feedback.	5/30/2018 weekly
G2.B1.S1.A1  A359134	Professional Development on the use of ESE/ELL accommodations for the classroom and assessments.	Caswell, Paul	9/6/2017	Classroom walk through data on the use of accommodations in the classroom and input from Support Facilitators on the effectiveness of the strategies.	5/30/2018 semiannually
G2.B1.S1.A2  A359135	Professional development on the use of district wide resources for assessments.	Hunter, Carissa	8/14/2017	Monitor for implementation of district wide resources through lesson plan reviews and classroom walkthroughs.	5/30/2018 quarterly
G2.B1.S1.A3  A359136	Grade level PLCs and data meetings to analyze data and make instructional decisions.	Mattucci, Frank	8/14/2017	Student achievement results will be monitored for grade level, classroom, and subgroups. PLCs will submit a written product of their data analysis	5/30/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				and next steps after each meeting. Classroom walkthroughs will provide evidence of implementation of these next steps.	
G2.B6.S1.MA1 M383784	Quarterly monitoring of trend data for the ELL students.	Hunter, Carissa	8/14/2017	Classroom walkthroughs, academic notebooks, and formative assessments.	5/30/2018 quarterly
G2.B6.S1.MA1 M383785	Quarterly monitoring of academic progress for the ELL students.	Hildago, Ena	8/14/2017	Classroom walkthroughs, academic notebooks, and formative assessments.	5/30/2018 quarterly
G2.B6.S1.A1 A359154	The Bilingual Framework will continue to be implemented.	Hildago, Ena	8/14/2017	Classroom walk throughs, academic notebooks, and formative assessments.	5/30/2018 monthly
G3.B1.S1.MA1 M383789	District formative assessment results will show increase in student achievement.	Hunter, Carissa	8/14/2017	District formative assessment results will show student growth.	5/30/2018 triannually
G3.B1.S1.MA1 M383790	Students progress will be monitored on district formative assessments given through digital...	Jadonath, Harrischandra	8/14/2017	Formative assessments and digital usage reports.	5/30/2018 quarterly
G3.B1.S1.A1 A359157	Incentive programs will be used for increasing use of technology.	Hunter, Carissa	8/14/2017	Program reports and achievement data will be linked to usage of the technology.	5/30/2018 weekly
G3.B1.S1.A2 A359158	STEM Club will be offered to provide technology integration activities and critical problem solving...	Jadonath, Harrischandra	8/14/2017	Formative assessment data and CWT data.	5/30/2018 monthly
G3.B3.S1.MA1 M383793	District formative assessment results will show increase in student achievement.	Hildago, Ena	8/14/2017	CWT data and district formative assessments.	5/30/2018 quarterly
G3.B3.S1.MA1 M383794	Leadership Team will review student work samples, assessments, and CWT data.	Jadonath, Harrischandra	8/14/2017	Student work samples, formative assessments and CWT data.	5/30/2018 monthly
G3.B3.S1.A1 A359160	Enrichment opportunities will be provided to directly instruct students on critical thinking skills.	Jadonath, Harrischandra	8/14/2017	Classroom walkthroughs and formative assessments.	5/30/2018 monthly
G1.B1.S2.MA1 M383743	Monitor assessment data and make changes as needed.	Mattucci, Frank	8/14/2017	District assessment data	5/30/2018 triannually
G1.B1.S2.MA1 M383744	Monitor PLCs and Classrooms for implementation of DPLC initiatives.	Mattucci, Frank	8/14/2017	Classroom walkthrough and assessment data	5/30/2018 monthly
G1.B1.S2.A1 A359127	The school DPLC team will disseminate information to teachers teams to inform vocabulary...	Mattucci, Frank	8/14/2017	Monitoring of team PLCs and assessment data.	5/30/2018 monthly
G1.B1.S2.A2 A359128	Implementation of DPLC initiatives in the classrooms.	Mattucci, Frank	8/14/2017	Classroom walkthroughs and assessment data	5/30/2018 monthly
G3.B1.S2.MA1 M383791	Leadership Team will review student work samples, assessments, and CWT data.	Mattucci, Frank	8/14/2017	Student work samples, assessments, and CWT data.	5/30/2018 quarterly
G3.B1.S2.MA1 M383792	Leadership Team will review student work samples, assessments, and CWT data.	Mattucci, Frank	8/14/2017	Student work samples, assessments, and CWT data.	5/30/2018 quarterly
G3.B1.S2.A1 A359159	Enrichment opportunities will be provided to directly instruct students on critical thinking skills.	Mattucci, Frank	8/14/2017	Classroom walthoughs and student work.	5/30/2018 weekly
G3.B3.S2.MA1 M383795	Review formative assessment data.	Hunter, Carissa	8/14/2017	Formative assessment data will show improvement in problem solving skills.	5/30/2018 quarterly
G3.B3.S2.MA1 M383796	Review student formative assessment data.	Hunter, Carissa	8/14/2017	Formative assessment data will show improvement in problem solving skills.	5/30/2018 quarterly
G3.B3.S2.A1 A359161	Chess will be implemented into the after school 21st Century Learning Grant program.	Mattucci, Frank	8/14/2017	Formative assessment data will show improvement in problem solving skills.	5/30/2018 weekly

## V. Professional Development Opportunities

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

**G1.** Zellwood Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance)

**G1.B1** Students lack academic vocabulary.

**G1.B1.S1** Academic notebooks will be used to develop student understanding of critical input experiences. Students will reflect to refine and advance their thinking.

### **PD Opportunity 1**

Provide teacher training on the use of academic notebooks.

#### **Facilitator**

Reading Coach

#### **Participants**

Teachers and paraprofessionals

#### **Schedule**

Weekly, from 8/7/2017 to 8/23/2017

**G1.B7** Teachers need support in analyzing data and using data to drive instruction.

**G1.B7.S1** Monitor results of formative assessments for grade levels, classroom, and subgroups. Growth monitoring assessments will be given throughout the year.

### **PD Opportunity 1**

Professional development on analyzing assessment results.

#### **Facilitator**

Carissa Hunter

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 8/14/2017 to 5/30/2018

**G2.** Zellwood Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps)

**G2.B1** Training teachers to utilize the district wide assessments while providing ELL/ESE accommodations.

**G2.B1.S1** Implement the use of district wide assessment resources to generate tests aligned with standards and DOK levels coupled with ELL/ESE students receiving their documented accommodations.

**PD Opportunity 1**

Professional Development on the use of ESE/ELL accommodations for the classroom and assessments.

**Facilitator**

Paul Caswell/Elliott Choi

**Participants**

Teachers and paraprofessionals

**Schedule**

Semiannually, from 9/6/2017 to 5/30/2018

**PD Opportunity 2**

Professional development on the use of district wide resources for assessments.

**Facilitator**

CRT/Testing Coordinator

**Participants**

Teachers

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

**G2.B6** Students have limited academic vocabularies.

**G2.B6.S3** Teachers include SIOP language goals.

**PD Opportunity 1**

Teachers include SIOP language goals in all lesson plans.

**Facilitator**

Compliance Teacher

**Participants**

Teachers

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Provide teacher training on the use of academic notebooks.				\$0.00
2	G1.B1.S1.A2	Weekly monitoring of implementation of academic notebooks in the classrooms.				\$0.00
3	G1.B1.S2.A1	The school DPLC team will disseminate information to teachers teams to inform vocabulary instruction.				\$0.00
4	G1.B1.S2.A2	Implementation of DPLC initiatives in the classrooms.				\$0.00
5	G1.B7.S1.A1	Professional development on analyzing assessment results.				\$0.00
6	G1.B7.S1.A2	The leadership team will follow-up the professional development as PLC partners to ensure teachers are analyzing student achievement results and using these results to make instructional decisions.				\$0.00
7	G2.B1.S1.A1	Professional Development on the use of ESE/ELL accommodations for the classroom and assessments.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0461 - Zellwood Elementary			\$500.00
8	G2.B1.S1.A2	Professional development on the use of district wide resources for assessments.				\$0.00
9	G2.B1.S1.A3	Grade level PLCs and data meetings to analyze data and make instructional decisions.				\$0.00
10	G2.B6.S1.A1	The Bilingual Framework will continue to be implemented.				\$0.00
11	G2.B6.S2.A1	ESE students will be retaught academic vocabulary words in a small group setting.				\$0.00
12	G2.B6.S3.A1	Teachers include SIOP language goals in all lesson plans.				\$0.00
13	G3.B1.S1.A1	Incentive programs will be used for increasing use of technology.				\$0.00
14	G3.B1.S1.A2	STEM Club will be offered to provide technology integration activities and critical problem solving activities.				\$0.00
15	G3.B1.S2.A1	Enrichment opportunities will be provided to directly instruct students on critical thinking skills.				\$0.00
16	G3.B3.S1.A1	Enrichment opportunities will be provided to directly instruct students on critical thinking skills.				\$0.00
17	G3.B3.S2.A1	Chess will be implemented into the after school 21st Century Learning Grant program.				\$0.00
<b>Total:</b>						<b>\$500.00</b>