

Zellwood Elementary



2014-15 School Improvement Plan

Zellwood Elementary

3551 N WASHINGTON ST, Zellwood, FL 32798

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
100%

Alternative/ESE Center
No

Charter School
No

Minority
67%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	B

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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>.

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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 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 or B with at least one F in the prior three years
- Prevent – currently C
- 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-D 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)

2014-15 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 relations 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 second year of implementing CHAMPS which is 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 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 second 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. This year the CHAMPS team has focused on adding a school-wide attention signal and creating voice level charts for all areas of the school. The Instructional Community Service Teacher 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 Instructional Community Service Teacher 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 FCAT Assessment
- E. Number of 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	3	1	2	10	16	15	47
One or more suspensions	7	4	6	3	4	5	29
Course failure in ELA or Math	0	1	7	15	21	18	62
Level 1 on statewide assessment	0	0	0	19	24	24	67

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	3	1	2	10	16	15	47

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. Students work on reading and math programs while in the lab. SAI and MAO tutoring is 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. Summer Reading Camp is offered to K-2 students who have reading difficulties and to 3rd grade students who received a level 1 on FCAT Reading.

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 co-coordinator. 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

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
Lovoy, Beth	Instructional Coach
Fisher, Shannon	Teacher, ESE
Hildago, Ena	Other

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, CWT, and teacher evaluations

Assistant Principal- Oversee the MTSS process, participates in MTSS meetings, assessment team member, CWT, and teacher evaluations.

MTSS Coordinator –Coordinates intervention groups, enrichment groups, and progress monitoring. Assessment team member.

Reading Coach – Provides reading resources for interventions and enrichment. Assessment team member. Provides professional development.

Math Coach – Provides math resources for interventions and enrichment. Assessment team member. Provides professional development.

CRT – coordinates and provides professional development. Coordinates curriculum materials and assessments.

Staffing Coordinator – Coordinates the ESE eligibility process when a student does not respond to interventions, parent involvement coordinator, mental health counseling coordinator.

CCT – participates in MTSS meetings for ELL students, completes ANI’s for ELL students

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, Staffing Coordinator, 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 to discuss and complete the SAPSI
- 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. Purchase Journeys core reading program in Spanish for bilingual classes in grades K-1.

State funds:

SAI Funds: Extended learning for students who earned a Level 1 in reading or math on FCAT in grades 4-5 and retained third graders.

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: Classroom library grant to purchase \$3K classroom informational text library books. Other grants have been applied for healthy schools and math materials. Grant awards are pending approval.

United Way Monetary donations

Facilities Usage Outside agencies pay a fee to use the school facilities.

Local Services:

Counseling: Mental Health Counseling

Partners In Education: Community partnerships. Ex: First United Methodist Church, Red Caps, Apopka Rotary Club.

Apopka Chamber of Commerce: Local area schools partner with the Chamber. Annual event held to recognize the Teacher of the Year at each school.

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.

Agriculture Literacy Day: Apopka Middle and High School FFA read text to students. Spring 2015.

Apopka Arts and Jazz Festival: Fund raiser held annually with other area schools to spotlight art and music.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Frank Mattucci	Principal
Valerie Radcliffe	Parent
	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 2013-2014 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 2014-2015 school goals.

Development of this school improvement plan

Based on the feedback throughout the course of the 2013-2014 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 2013-2014 school year. The constructed plan will be systematically monitored throughout the 2014-2015 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.

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

Identify the name, email address and position title for each member of the school-based LLT.:

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 be to update 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. We want to extend the need for students to provide evidence for their responses by modifying prior year's protocols and allow students to use their books while responding to A.R. questions.

Implementing LAFS in ELA will be an ongoing focus addressed not only by the LLT, but grade level teams K-5 also. We will use OCPS scope and sequence, Measurement Topic Plans, and test item specs 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 norming 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.

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. 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

Recruit staff through eRecruiting, interns, volunteers, and previous teachers who were not reappointed due to budget allocations – Principal and Assistant Principal
Mentoring Program – Instructional coach, team leaders
Professional Development based on needs assessment – Leadership Team
Data Meetings – Principal, Assistant Principal, CRT, Reading Coach, Math Coach
PLC's – Principal, team leaders, grade level chairs
MTSS/RtI Team – MTSS Coordinator

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 August 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, will hold 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 PLC's each team collaborates to align the instructional materials with the FI. Common Core Standards. The Administrative team monitors the PLC's and lesson plans for compliance. All supplemental materials have been preapproved by the district to ensure alignment with FI. 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.

After each curriculum unit, teachers evaluate student 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 K-5 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.

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) Principal

ATS tutoring after school - Ongoing Progress Monitoring STAR, i-Ready, and benchmarks - Principal

STAR reading data (baseline and ending level) – Principal

Math benchmark data (fall to winter growth) - Principal

Green Team - participation rates, grades, and behavior - Ms. Pantazoglou, club sponsor

News Crew – participation rates, grades, and behavior – Mrs. Fisher, club sponsor

MAO Tutoring - reading benchmark data - Mr. Mastantonio, math benchmark data - Mrs. Pantazoglou

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

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.
- 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.
- G3.** In order to provide equal access to academic success, Zellwood will improve the intensity of our ELL and ESE subgroups' instruction.

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. 1a

G039484

Targets Supported 1b

Indicator	Annual Target
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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

Weekly, from 9/8/2014 to 5/29/2015

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. 1a

G039485

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	61.0

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

- Funding for field trips and extending Media Center hours.

Plan to Monitor Progress Toward G2. 8

Schedule meetings for the grant writing committee and submit grants.

Person Responsible

Frank Mattucci

Schedule

Every 2 Months, from 10/1/2014 to 5/6/2015

Evidence of Completion

Meeting notes, tracking funding when grants are awarded, data collected through the grant.

G3. In order to provide equal access to academic success, Zellwood will improve the intensity of our ELL and ESE subgroups' instruction. 1a

G039486

Targets Supported 1b

Indicator	Annual Target
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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 re-teaching the lessons 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

- Increase the rigor of instruction in K-5 for ESE and ELL students.
- Students have limited academic vocabularies.

Plan to Monitor Progress Toward G3. 8

Teachers plan for rigor during ELA and Math instruction. Plans are turned in and evaluated weekly. School administration should observe the rigorous lessons implemented during reading. Will observe differentiation and scaffolding during instruction for ELL and ESE students.

Person Responsible

Frank Mattucci

Schedule

On 6/4/2015

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. **1**

 G039484

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

 B126210

G1.B8.S1 Professional development to deepen the teachers' understanding of the standards. **4**

 S138154

Strategy Rationale

Professional development helps teachers clear up misconceptions and allows for collaborative discussions.

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 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans and classroom walk through data collection.

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

 B126211

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

 S138159

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.

G3. In order to provide equal access to academic success, Zellwood will improve the intensity of our ELL and ESE subgroups' instruction. 1

 G039486

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

 B095192

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. 4

 S119054

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 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plan review, analysis of summative assessments.

G3.B6 Students have limited academic vocabularies. 2

 B095193

G3.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

 S106288

Strategy Rationale

The Bilingual Framework is advocated by Multi-Lingual Department.

Action Step 1 5

The Bilingual Framework began as a book study in 2014. We are continuing the study.

Person Responsible

Ena Hildago

Schedule

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

Evidence of Completion

Classroom walk through observations.

Plan to Monitor Fidelity of Implementation of G3.B6.S1 6

Person Responsible

Ena Hildago

Schedule

On 6/5/2015

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 7

Person Responsible

Schedule

Evidence of Completion

G3.B6.S2 The MTP 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. 4

 S138188

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

Shannon Fisher

Schedule

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

Evidence of Completion

Summative assessment scores

G3.B6.S3 Teachers include SIOP language goals. 4

 S138189

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

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
G3.B5.S1.A1	Teachers will plan each ELA unit of study using "backward design".	Mattucci, Frank	8/18/2014	Lesson plan review, analysis of summative assessments.	6/4/2015 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
G1.B8.S1.A1	Continually evaluate plans for rigorous instructional activities and then based on the analysis, schedule PD.	Mattucci, Frank	8/18/2014	Lesson plans and classroom walk through data collection.	6/5/2015 weekly
G3.B6.S1.A1	The Bilingual Framework began as a book study in 2014. We are continuing the study.	Hildago, Ena	8/11/2014	Classroom walk through observations.	6/5/2015 monthly
G3.B6.S2.A1	ESE students will be retaught academic vocabulary words in a small group setting.	Fisher, Shannon	10/6/2014	Summative assessment scores	6/5/2015 weekly
G3.B6.S3.A1	Teachers include SIOP language goals in all lesson plans.	Hildago, Ena	8/18/2014		6/5/2015 weekly
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	9/8/2014	Classroom walkthrough data Lesson plans I-observation data	5/29/2015 weekly
G2.MA1	Schedule meetings for the grant writing committee and submit grants.	Mattucci, Frank	10/1/2014	Meeting notes, tracking funding when grants are awarded, data collected through the grant.	5/6/2015 every-2-months
G3.MA1	Teachers plan for rigor during ELA and Math instruction. Plans are turned in and evaluated weekly. School administration should observe the rigorous lessons implemented during reading. Will observe differentiation and scaffolding during instruction for ELL and ESE students.	Mattucci, Frank	8/18/2014	CWT data Lesson plan review notes Data meeting agendas and notes Data charts PLC notes	6/4/2015 one-time
G3.B6.S1.MA1	[no content entered]			once	
G3.B6.S1.MA1	[no content entered]	Hildago, Ena	8/11/2014		6/5/2015 one-time

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.

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.

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 8/18/2014 to 6/5/2015

G3. In order to provide equal access to academic success, Zellwood will improve the intensity of our ELL and ESE subgroups' instruction.

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.

PD Opportunity 1

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

Facilitator

Beth Lovoy

Participants

K-5 teachers

Schedule

Weekly, from 8/18/2014 to 6/4/2015

G3.B6 Students have limited academic vocabularies.

G3.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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0