

Orange County Public Schools

Zellwood Elementary



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	5
Needs Assessment	7
Planning for Improvement	10
Title I Requirements	14
Budget to Support Goals	16

Zellwood Elementary

3551 WASHINGTON ST, Zellwood, FL 32798

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

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	C*

School Board Approval

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

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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 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
Cordero, Evelisse	Guidance Counselor
Jadonath, Harrischandra	Instructional Coach
Jacovino, Barbara	Instructional Coach
Hildago, Ena	Other
Turnage, Deborah	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, teacher observations (formal and informal) and teacher evaluations.

Assistant Principal- Oversees the MTSS process, participates in MTSS meetings, teacher observations (formal and informal) and teacher evaluations.

Media Specialist/Reading Coach/MTSS Coordinator- Oversees and manages media center, provides library resources for students and teachers, provides coaching support for teachers, provides reading resources for interventions and enrichment, provides professional development, coordinates MTSS meetings, intervention groups, enrichment groups, and progress monitoring.

CRT/Testing Coordinator – Coordinates and provides professional development, coordinates curriculum materials and assessments, provides support to teachers in the teacher induction program, coordinates state and district assessments.

Math/Science Coach – Provides coaching, modeling, resources, and support to teachers in math and science.

Staffing Specialist- Coordinates the ESE eligibility process when a student does not respond to interventions, coordinates and monitors ESE services, coordinates 504 Plan eligibility process and monitors plans.

CCT – Coordinates Dual Language Program and assessments for ELL students, monitors ELL students and services, participates in MTSS meetings for ELL students.

Guidance Counselor - Oversees the CHAMPS program, coordinates mental health counseling provides counseling to individuals and small groups, participates in Behavior Team meetings and Thread Assessment team meetings, and is the school’s homeless liaison.

Early Warning Systems

Year 2017-18

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	16	21	22	8	8	17	0	0	0	0	0	0	0	92
One or more suspensions	1	1	0	2	1	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	4	4	4	0	8	14	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	31	38	36	0	0	0	0	0	0	0	105

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	3	3	0	5	10	18	0	0	0	0	0	0	0	39

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	13	0	0	0	0	0	0	0	0	0	13
Retained Students: Previous Year(s)	11	7	2	1	0	0	0	0	0	0	0	0	0	21

Date this data was collected

Thursday 7/19/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest 25th percentile in Math performed the lowest at 39%, which is a two year trend. Math proficiency levels increased by five percentage points while the lowest 25% in math only increased by one percentage point this year.

Which data component showed the greatest decline from prior year?

ELA learning gains and Math learning gains both decreased by five percentage points from the previous year; however, the ELA learning gains for the lowest 25% did increase by four percentage points in 2018.

Which data component had the biggest gap when compared to the state average?

ELA proficiency was nine percentage points below the state average. Both ELA learning gains and Math learning gains were eight percentage points below the state average.

Which data component showed the most improvement? Is this a trend?

The data component which showed the most improvement was the science data. Science proficiency increased from 45% to 54% (+9). This is a comparison from 2016-2017 to 2017-2018 school year. This increase has been a trend for three years.

Describe the actions or changes that led to the improvement in this area.

The school focused on science vocabulary and targeted instruction on the most highly assessed areas. PMA data was used to drive and adjust instruction based on student needs. Teachers strategically utilized various curriculum resources.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	47%	56%	56%	43%	53%	52%
ELA Learning Gains	43%	55%	55%	40%	52%	52%
ELA Lowest 25th Percentile	42%	48%	48%	31%	42%	46%
Math Achievement	58%	63%	62%	39%	56%	58%
Math Learning Gains	51%	57%	59%	41%	54%	58%
Math Lowest 25th Percentile	39%	46%	47%	27%	41%	46%
Science Achievement	54%	55%	55%	34%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	16 (22)	21 (13)	22 (11)	8 (13)	8 (14)	17 (20)	92 (93)
One or more suspensions	1 (0)	1 (0)	0 (0)	2 (1)	1 (0)	1 (5)	6 (6)
Course failure in ELA or Math	4 (14)	4 (3)	4 (3)	0 (6)	8 (4)	14 (5)	34 (35)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	31 (33)	38 (35)	36 (55)	105 (123)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	46%	55%	-9%	57%	-11%
	2017	55%	57%	-2%	58%	-3%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	48%	54%	-6%	56%	-8%
	2017	51%	57%	-6%	56%	-5%
Same Grade Comparison		-3%				
Cohort Comparison		-7%				
05	2018	45%	55%	-10%	55%	-10%
	2017	35%	51%	-16%	53%	-18%
Same Grade Comparison		10%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	60%	61%	-1%	62%	-2%
	2017	61%	63%	-2%	62%	-1%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	56%	62%	-6%	62%	-6%
	2017	59%	64%	-5%	64%	-5%
Same Grade Comparison		-3%				
Cohort Comparison		-5%				
05	2018	50%	59%	-9%	61%	-11%
	2017	40%	56%	-16%	57%	-17%
Same Grade Comparison		10%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	50%	53%	-3%	55%	-5%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	40	40	36	50	64					
ELL	38	37	35	51	46	37	36				
BLK	28	47		51	50	40	47				
HSP	43	33	26	55	46	34	48				
WHT	63	60		66	60		67				
FRL	42	38	41	55	51	39	46				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	5	29	27	21	39	42	14				
ELL	28	38	33	46	55	40	32				
BLK	39	39		41	52	36	22				
HSP	41	48	40	51	57	37	44				
WHT	61	51	50	62	58		61				
FRL	47	48	38	53	56	38	45				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Rigorous Standards-based instruction
Rationale	Based on 2017-2018 FSA data, proficiency performance in ELA showed no growth from the previous year. Reading for meaning is the foundation of learning in the upper grades and has an impact on student learning in all content areas.
Intended Outcome	By increasing the rigor of standards-based instruction, proficiency in ELA will increase from 47% to 50%.
Point Person	Barbara Jacovino (barbara.jacovino@ocps.net)
Action Step	
Description	<p>1. DPLC site team members will facilitate the growth and development of teachers with the understanding of the close readings strategies. (DPLC Site Team).</p> <ul style="list-style-type: none"> -Provide professional development on close readings strategies. -DPLC site team will meet monthly to conduct walks focused on the DPLC evidence of implantation to inform next steps for building teacher capacity. <p>2. Instructional monitoring, feedback, and coaching will occur based on student data trends and observation data.</p> <ul style="list-style-type: none"> - Leadership team will create a monitoring schedule to provide feedback regarding effective implementation of standards-based instruction. - Leadership team will collaborate to analyze data for targeted coaching support. <p>3. Develop an incentive program to promote and encourage literacy and reading to learn.</p> <ul style="list-style-type: none"> - Design ongoing acknowledgement focused on students' reading. (Media Specialist) - Purchase Accelerated Reader to support literacy. <p>4. Hire additional staff to support interventions or enrichment of selected students. Hire 1 additional ESE teacher, ½ Gifted Teacher, ½ Science teacher, and 1 additional bilingual paraprofessional.</p>
Person Responsible	Barbara Jacovino (barbara.jacovino@ocps.net)
Plan to Monitor Effectiveness	
Description	<p>The leadership team will monitor the implementation of the lessons in the classroom by using a common walkthrough tool. The leadership team will calibrate scoring to ensure consistent high-expectations. This calibration will take place in leadership meetings (quarterly). Teachers will be provided with actionable feedback from the classroom walkthroughs that focus on the implementation of standards-based instruction, student engagement, writing and the use of DPLC strategies.</p> <p>The principal will monitor the frequency of classroom walkthroughs to ensure the data being collected is a fair representation of classroom instruction in core subjects. The principal will also monitor the feedback being provided to teachers by the leadership team to ensure consistent expectations are being communicated in a specific and actionable format.</p> <p>i-Ready diagnostic data will be analyzed three times (BOY, MOY, EOY) throughout the school year. Teachers and members of the leadership team will analyze this data for predicted proficiency and student growth.</p>

Agendas and sign-in sheets will be used and collected during professional development and PLCs.

Person Responsible Frank Mattucci (franklin.mattucci@ocps.net)

Activity #2

Title Student Engagement

Rationale

Based on 2017-2018 FSA data, the math data component for the lowest 25% showed the lowest performance. When students are more engaged with their learning, they are more likely to develop critical thinking and problem solving skills.

Intended Outcome

By increasing student engagement, learning gains in math for our lowest 25% will increase from 39% to 42%.

Point Person

Harrischandra Jadonath (harrischandra.jadonath@ocps.net)

Action Step

Description

1. Model the use of mathematic's best practices for the purpose of more impactful instruction. (Harris Jadonath)
 - Incorporate school-wide centers based on an identified area of need.
 - Model the use of mathematical practices for the use of math practices.
 - Provide examples of use of close reading strategies in math during planning sessions.
2. Build cultural responsiveness and cultural competence of the staff.
 - Leadership team will provide professional development during preplanning which focuses on cultural responsiveness and staff values for the inclusion of all students.
 - Teachers will have opportunities to share, model, and discuss effective and inclusive classroom instructional practices in order to implement a culturally responsive classroom.
3. Incorporate the use of thinking maps to help facilitate students in organizing their thoughts, produce well written explanations and aid in appropriate math conversions/discussions. Use of thinking maps will also aid students in going deeper and better conceptualizing mathematical concepts. This will increase the quality and level of comprehension regarding mathematics concepts resulting in producing better procedural processes.

Person Responsible

Harrischandra Jadonath (harrischandra.jadonath@ocps.net)

Plan to Monitor Effectiveness

Description

The leadership team will monitor the implementation of the lessons in the classroom by using a common walkthrough tool. The leadership team will calibrate scoring to ensure consistent high-expectations. This calibration will take place in leadership meetings (quarterly). Teachers will be provided with actionable feedback from the classroom walkthroughs that focus on the implementation of standards-based instruction, student engagement, writing and the use of DPLC strategies in math.

The principal will monitor the frequency of classroom walkthroughs to ensure the data being collected is a fair representation of classroom instruction in core subjects. The principal will also monitor the feedback being provided to teachers by the leadership team to ensure consistent expectations are being communicated in a specific and actionable format.

i-Ready diagnostic data will be analyzed three times (BOY, MOY, EOY) throughout the school year. Teachers and members of the leadership team will

analyze this data for predicted proficiency and student growth. Agendas and sign-in sheets will be used and collected during professional development and PLCs.

Person Responsible Frank Mattucci (franklin.mattucci@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The FLDOE will upload PIP.

PFEP Link

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

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. Zellwood ES is in the process of establishing a mentoring program with Valencia State College. This partnership has come about due to the efforts of the Apopka Begins and Ends with an A: Zellwood Community Action Team.

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.

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.

Teams meet once a week for common planning. Instructional Coaches facilitate meetings to ensure lessons are rigorous and aligned with the standards.

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

- MTSS/RtI team will meet with teaches at the beginning of the year to discuss grade level data for the incoming students.
- MTSS/RtI team will meet monthly to discuss Tier 2 and Tier 3 interventions for individual students
- MTSS/RtI team will review existing action plans and update them as needed.
- 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, and a Parent Education Liaison.

Title III: Covers the salary of one bilingual paraprofessional.

21st Century Community Learning Center Academy Grant: Enrichment program and math tutoring for students in 2nd -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 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, and Florida Hospital, all who commit to volunteering for school wide activities and functions.

Local Programs:

KZ Active: 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 - Spring 2019.

Apopka Arts and Jazz Festival: Spotlights students art and music.

Zellwood ES Garden: Community/school involvement

Zellwood History Project: Community/school involvement to develop student awareness of local history.

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

In order to advance college and career awareness, students at Zellwood Elementary will be learning about their teacher's college experience. Teachers will prepare a presentation to talk about the importance of school and how they became teachers.

The School Counselor will teach about careers every week and students will be able to write about what they would like to be in the future.

Valencia College will present their Accelerated Skills Training Programs to all families.

Teach In will give our students another opportunity to learn about different careers through volunteers that will visit our school.

Part V: Budget

Part V: Budget	
Total:	\$2,315.41