Zellwood Elementary

2016-17 Schoolwide Improvement Plan

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	70%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	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 was approved by the Orange County School Board on 9/2/2016.

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- <u>Former F</u> - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- <u>Planning</u> - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- <u>Implementing</u> - 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.

2016-17 DA Category and Statuses for Zellwood Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - [Diane Leinenbach](#)	Not In DA - 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.

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 fourth 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 fourth 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 will 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. A referral system is used to access these services.

3. 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).

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	8	16	10	11	12	5	0	0	0	0	0	0	0	62
One or more suspensions	0	5	2	5	3	2	0	0	0	0	0	0	0	17
Course failure in ELA or Math	20	34	30	39	86	48	0	0	0	0	0	0	0	257
Level 1 on statewide assessment	0	0	0	40	59	33	0	0	0	0	0	0	0	132

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	4	8	2	35	58	31	0	0	0	0	0	0	0	138

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 1st-5th grade students. The Attendance Child Study Team meets monthly with the Social Worker and parents to address attendance issues. Summer Reading Camp is offered to K-2 students who have reading difficulties and to 3rd grade students who received a level 1 on state ELA assessments during this School Improvement Year. The Leadership Team meets monthly to monitor and discuss students with early warning indicators.

B. Family and Community Engagement

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.

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

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/306382.

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

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.

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
Jacovino, Barbara	Instructional Coach
Hildago, Ena	Instructional Coach
Cordero, Evelisse	Guidance Counselor
Jadonath, Harrischandra	Instructional Coach
Caswell, Paul	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.

The MTSS/RtI team includes: Principal, Assistant Principal, Curriculum Resource Teacher, Staffing Specialist, Compliance Teacher, Coaches, school psychologist, and speech and language pathologist.

• MTSS/RtI team will meet with each grade level at the beginning of the year to discuss the problem solving model based on grade level data for the incoming students.
• MTSS/RtI team will meet monthly to discuss Tier 2 and Tier 3 interventions for individual students
• MTSS/RtI team will train teachers on expectations, data collection, and data analysis
• MTSS/RtI team will review existing action plans and update them as needed. The action plans will include timelines and assign responsibilities to school personnel.
• MTSS/RtI team will review and update the "menu of available intervention options" which follows an if-then problem/solution model.

Federal funds:
Title I: Covers the salaries of 6 teachers.
Title III: Covers the salary of one bilingual paraprofessional.

State funds:
ATS Funds: Extended learning for 4th-5th grade enrichment and tutoring in reading. Math tutoring will extend learning for grades 3rd-5th.
MAO Funds: Tutoring for 3rd grade reading for district identified students

FTE, Full Time Equivalent: Per student expenditures for supplies, utilities, teacher salaries, etc. ESE paraprofessional, ESE teachers.
FEFP: Class size amendment – cover the salaries of some teachers

Local Services:
Counseling: Mental Health Counseling
Partners In Education: Community partnerships. Ex: First United Methodist Church, Victory Church, Church of the Holy Spirit, Willow Street Neighborhood Center, Red Caps, Apopka Rotary Club,and Office Depot, 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 2017.
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	Parent
Evelisse Cordero	Parent
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

a. Evaluation of last year's school improvement plan

During the 2015-2016 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 2016-2017 school goals.

b. Development of this school improvement plan

Based on the feedback throughout the course of the 2015-2016 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 2015-2016 school year. The constructed plan will be systematically monitored throughout the 2016-2017 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 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.

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
Caswell, Paul	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, Measurement Topic Plans, 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 MAP and 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.

D. 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).

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 Reading Coach. The MTSS Team is chaired by the MTSS Coordinator at regularly scheduled meetings. PLC's involve the Principal, team leaders and grade chairpersons.

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 in September to outline their roles as established by Florida state statutes and district directives.

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

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

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: Extended School Day

Minutes added to school year: 19,320

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.

ATS tutoring funds will pay for after school tutoring for 3rd through 5th grade students. Students will participate in small group instruction for reading and math after school up to three days a week.

The Minority Achievement Office is providing funding for additional tutoring two afternoons a week for 3rd Grade Reading. Zellwood Elementary is following the guidelines for student participation.

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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

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

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

2. Student Transition and Readiness

a. 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).

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.

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 section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

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. In order to be the top producer of successful students, we are going to improve the effectiveness and consistency of our formative assessments and use the data to make instructional decisions to increase student achievement. (Division priorities: Increase CTE programs and certifications and Invest in Human Capital)

G2. In order to provide equal access to academic success, Zellwood will improve the intensity of our ELL and ESE subgroups' instruction. (Division Priorities: Accelerate Student Performance and Narrow Achievement Gaps)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. In order to be the top producer of successful students, we are going to improve the effectiveness and consistency of our formative assessments and use the data to make instructional decisions to increase student achievement. (Division priorities: Increase CTE programs and certifications and Invest in Human Capital) 1a

🔍 G084892

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	45.0
FSA ELA Achievement	48.0

Targeted Barriers to Achieving the Goal 3

- Training teachers to utilize the district resources.

- Teachers need support in analyzing data and using to drive instruction.

Resources Available to Help Reduce or Eliminate the Barriers 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.

- District-wide assessment resources

Plan to Monitor Progress Toward G1. 8

Leadership team members will meet monthly to review Measurement Topic Plan unit lesson plans and formative assessments. Data will be analyzed for the school, grade levels, class, and subgroups.

Person Responsible
Frank Mattucci

Schedule
Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion
Formative Assessments Lesson plans Student Data Tracking Sheets

G2. In order to provide equal access to academic success, Zellwood will improve the intensity of our ELL and ESE subgroups' instruction. (Division Priorities: Accelerate Student Performance and Narrow Achievement Gaps) 1a

🔑 G084893

Targets Supported 1b

Indicator	Annual Target
Math Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Training teachers to utilize the district wide assessments while providing ELL/ESE accommodations.

- Limited human resources and effective assessment tools.

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 MTP units.

- Students who are below grade level are enrolled in i-Ready for mathand 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
Carissa Hunter

Schedule
Biweekly, from 8/15/2016 to 5/31/2017

Evidence of Completion
CWT data, formative assessment data, MTSS 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. In order to be the top producer of successful students, we are going to improve the effectiveness and consistency of our formative assessments and use the data to make instructional decisions to increase student achievement. (Division priorities: Increase CTE programs and certifications and Invest in Human Capital) 1

🔑 G084892

G1.B6 Training teachers to utilize the district resources. 2

🔑 B225736

G1.B6.S1 Implement the use of district-wide resources to create formative assessments that are aligned with standards and DOK levels. A school benchmark assessment will be given three times a year. Formative assessments will be used for each MTP unit to make instructional decisions and increase student achievement. 4

🔑 S238124

Strategy Rationale

Formative assessments will be consistent across each grade level and aligned with standards.

Action Step 1 5

Testing all students equally across the grade level with the same assessment.

Person Responsible

Frank Mattucci

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Data from benchmark and unit assessments.

Action Step 2 5

Professional Development on the use of district assessment resources.

Person Responsible

Carissa Hunter

Schedule

Semiannually, from 8/15/2016 to 5/31/2017

Evidence of Completion

Student achievement results will be monitored for grade level, classroom, and subgroups. Lesson plan reviews and classroom walkthroughs will be used to monitor the implementation of the district assessment resources.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Monitor formative assessments and data meetings.

Person Responsible

Frank Mattucci

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Formative assessments aligned to MTPs and STO progressions.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Formative assessments aligned with standards and collection of data from student achievement results.

Person Responsible

Carissa Hunter

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Student achievement results will be monitored for grade level, classroom, and subgroups. Lesson plan reviews and classroom walkthroughs will be used to monitor the implementation of the district assessment resources.

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

🔑 B225737

G1.B7.S1 Monitor results of benchmark and formative assessments for grade levels, classroom, and subgroups. A school benchmark assessment will be given two times prior to the FSA. 4

🔑 S238125

Strategy Rationale

Data from formative and benchmark 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

Semiannually, from 8/22/2016 to 5/31/2017

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

Every 3 Weeks, from 8/15/2016 to 5/31/2017

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 8/15/2016 to 5/31/2017

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 8/22/2016 to 5/31/2017

Evidence of Completion

Student data tracking sheets, MTSS data, 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 8/22/2016 to 5/31/2017

Evidence of Completion

Student data tracking sheets, MTSS data, 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 8/22/2016 to 5/31/2017

Evidence of Completion

Student data tracking sheets, MTSS data, PLC products

G2. In order to provide equal access to academic success, Zellwood will improve the intensity of our ELL and ESE subgroups' instruction. (Division Priorities: Accelerate Student Performance and Narrow Achievement Gaps) 1

🔑 G084893

G2.B1 Training teachers to utilize the district wide assessments while providing ELL/ESE accommodations. 2

🔑 B225738

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 getting their documented accommodations. 4

🔑 S238126

Strategy Rationale

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

Action Step 1 5

Testing all students equally across the grade level with the same assessment.

Person Responsible

Carissa Hunter

Schedule

Every 3 Weeks, from 8/15/2016 to 5/31/2017

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Carissa Hunter

Schedule

Monthly, from 8/15/2016 to 5/31/2017

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 8/15/2016 to 5/31/2017

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 assessment forms for each grade level. Monitor PLCs.

Person Responsible

Carissa Hunter

Schedule

Every 3 Weeks, from 8/15/2016 to 5/31/2017

Evidence of Completion

Reports from iReady will indicate whether implementation was done with fidelity.

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 8/15/2016 to 5/31/2017

Evidence of Completion

Data from diagnostic and unit assessments.

G2.B5 Limited human resources and effective assessment tools. 2

🔑 B225742

G2.B5.S1 Restructure interventions, support, and enrichment groups. 4

🔑 S238140

Strategy Rationale

This restructure will help meet the needs of all learners.

Action Step 1 5

MTSS Champions will assist the MTSS team to ensure teachers are following the MTSS procedures and data collection.

Person Responsible

Carissa Hunter

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Lesson plan review, analysis of formative assessments, MTSS Tier 1 and 2 meetings

Action Step 2 5

Paraprofessional and Title III paraprofessional support paired with Tier 2/3 interventions.

Person Responsible

Ena Hildago

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Paraprofessional schedules and student academic growth.

Action Step 3　5

Provide professional development on Language Matters Growth Mindset

Person Responsible

Barbara Jacovino

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Monitor for Language Matters Growth Mindset strategies in the classroom to meet the needs of all students.

Action Step 4　5

Implement Possible Selves Program with the lowest 25%.

Person Responsible

Evelisse Cordero

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B5.S1　6

Classroom walk-throughs are conducted to monitor implementation of interventions, support, and enrichment groups..

Person Responsible

Frank Mattucci

Schedule

Biweekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Classroom walkthrough data, MTSS Tier 1 and 2 meetings

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Monitored through CWT. Language objectives on Common Board

Person Responsible

Frank Mattucci

Schedule

Biweekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

CWT data, formative assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M314608	Leadership team members will meet monthly to review Measurement Topic Plan unit lesson plans and...	Mattucci, Frank	8/15/2016	Formative Assessments Lesson plans Student Data Tracking Sheets	5/31/2017 monthly
G2.MA1 M314643	Leadership Team will monitor progress through MTSS meetings, classroom walkthroughs, and formative...	Hunter, Carissa	8/15/2016	CWT data, formative assessment data, MTSS data	5/31/2017 biweekly
G1.B6.S1.MA1 M314602	Formative assessments aligned with standards and collection of data from student achievement...	Hunter, Carissa	8/15/2016	Student achievement results will be monitored for grade level, classroom, and subgroups. Lesson plan reviews and classroom walkthroughs will be used to monitor the implementation of the district assessment resources.	5/31/2017 monthly
G1.B6.S1.MA1 M314603	Monitor formative assessments and data meetings.	Mattucci, Frank	8/15/2016	Formative assessments aligned to MTPs and STO progressions.	5/31/2017 monthly
G1.B6.S1.A1 A308137	Testing all students equally across the grade level with the same assessment.	Mattucci, Frank	8/15/2016	Data from benchmark and unit assessments.	5/31/2017 monthly
G1.B6.S1.A2 A308138	Professional Development on the use of district assessment resources.	Hunter, Carissa	8/15/2016	Student achievement results will be monitored for grade level, classroom, and subgroups. Lesson plan reviews and classroom walkthroughs will be used to monitor the implementation of the district assessment resources.	5/31/2017 semiannually
G1.B7.S1.MA1 M314604	Student achievement results will be monitored for grade level, classroom, and subgroups.	Mattucci, Frank	8/22/2016	Student data tracking sheets, MTSS data, PLC products	5/31/2017 monthly
G1.B7.S1.MA1 M314605	Student achievement results will be monitored for grade level, classroom, and subgroups.	Mattucci, Frank	8/22/2016	Student data tracking sheets, MTSS data, PLC products	5/31/2017 monthly
G1.B7.S1.MA1 M314606	Student achievement results will be monitored for grade level, classroom, and subgroups.	Mattucci, Frank	8/22/2016	Student data tracking sheets, MTSS data, PLC products	5/31/2017 monthly
G1.B7.S1.MA1 M314607	Review the data and grouping of students for differentiated instruction.	Mattucci, Frank	8/15/2016	Classroom walkthroughs, PLC products	5/31/2017 monthly
G1.B7.S1.A1 A308139	Professional development on analyzing assessment results.	Hunter, Carissa	8/22/2016	Student achievement results will be monitored for grade level, classroom, and subgroups.	5/31/2017 semiannually
G1.B7.S1.A2 A308140	The leadership team will follow-up the professional development as PLC partners to ensure teachers...	Hunter, Carissa	8/15/2016	Student achievement results will be monitored for grade level, classroom, and subgroups through MTSS and data meetings.	5/31/2017 every-3-weeks
G2.B1.S1.MA1 M314609	The Leadership Team and Grade Level Teams meet following each unit assessment to determine the...	Mattucci, Frank	8/15/2016	Data from diagnostic and unit assessments.	5/31/2017 monthly
G2.B1.S1.MA1 M314610	Monitor the implementation of assessment forms for each grade level. Monitor PLCs.	Hunter, Carissa	8/15/2016	Reports from iReady will indicate whether implementation was done with fidelity.	5/31/2017 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1 🔑 A308141	Testing all students equally across the grade level with the same assessment.	Hunter, Carissa	8/15/2016	Notes from the planning sessions and final template loaded to the school's collaboration site for teacher use. Completed lesson plans are to be posted weekly. Classroom walk through data will track use of differentiation as listed on the plans.	5/31/2017 every-3-weeks
G2.B1.S1.A2 🔑 A308142	Professional development on the use of district wide resources for assessments.	Hunter, Carissa	8/15/2016	Monitor for implementation of district wide resources through lesson plan reviews and classroom walkthroughs.	5/31/2017 monthly
G2.B1.S1.A3 🔑 A308143	Grade level PLCs and data meetings to analyze data and make instructional decisions.	Mattucci, Frank	8/15/2016	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.	5/31/2017 monthly
G2.B5.S1.MA1 🔑 M314637	Monitored through CWT. Language objectives on Common Board	Mattucci, Frank	8/15/2016	CWT data, formative assessment data	5/31/2017 biweekly
G2.B5.S1.MA1 🔑 M314638	Classroom walk-throughs are conducted to monitor implementation of interventions, support, and...	Mattucci, Frank	8/15/2016	Classroom walkthrough data, MTSS Tier 1 and 2 meetings	5/31/2017 biweekly
G2.B5.S1.A1 🔑 A308157	MTSS Champions will assist the MTSS team to ensure teachers are following the MTSS procedures and...	Hunter, Carissa	8/15/2016	Lesson plan review, analysis of formative assessments, MTSS Tier 1 and 2 meetings	5/31/2017 monthly
G2.B5.S1.A2 🔑 A308158	Paraprofessional and Title III paraprofessional support paired with Tier 2/3 interventions.	Hildago, Ena	8/15/2016	Paraprofessional schedules and student academic growth.	5/31/2017 monthly
G2.B5.S1.A3 🔑 A308159	Provide professional development on Language Matters Growth Mindset	Jacovino, Barbara	8/8/2016	Monitor for Language Matters Growth Mindset strategies in the classroom to meet the needs of all students.	5/31/2017 monthly
G2.B5.S1.A4 🔑 A308160	Implement Possible Selves Program with the lowest 25%.	Cordero, Evelisse	8/15/2016		5/31/2017 monthly

V. 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 effectiveness and consistency of our formative assessments and use the data to make instructional decisions to increase student achievement. (Division priorities: Increase CTE programs and certifications and Invest in Human Capital)

G1.B6 Training teachers to utilize the district resources.

G1.B6.S1 Implement the use of district-wide resources to create formative assessments that are aligned with standards and DOK levels. A school benchmark assessment will be given three times a year. Formative assessments will be used for each MTP unit to make instructional decisions and increase student achievement.

PD Opportunity 1

Testing all students equally across the grade level with the same assessment.

Facilitator

CRT, Academic Coaches

Participants

Teachers

Schedule

Monthly, from 8/15/2016 to 5/31/2017

PD Opportunity 2

Professional Development on the use of district assessment resources.

Facilitator

CRT, Academic Coaches

Participants

Teachers

Schedule

Semiannually, from 8/15/2016 to 5/31/2017

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

G1.B7.S1 Monitor results of benchmark and formative assessments for grade levels, classroom, and subgroups. A school benchmark assessment will be given two times prior to the FSA.

PD Opportunity 1

Professional development on analyzing assessment results.

Facilitator

Carissa Hunter

Participants

Teachers

Schedule

Semiannually, from 8/22/2016 to 5/31/2017

G2. In order to provide equal access to academic success, Zellwood will improve the intensity of our ELL and ESE subgroups' instruction. (Division Priorities: Accelerate Student Performance and Narrow Achievement Gaps)

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 getting their documented accommodations.

PD Opportunity 1

Testing all students equally across the grade level with the same assessment.

Facilitator

Carissa Hunter

Participants

Teachers

Schedule

Every 3 Weeks, from 8/15/2016 to 5/31/2017

PD Opportunity 2

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

Facilitator

CRT/Testing Coordinator

Participants

Teachers

Schedule

Monthly, from 8/15/2016 to 5/31/2017

G2.B5 Limited human resources and effective assessment tools.

G2.B5.S1 Restructure interventions, support, and enrichment groups.

PD Opportunity 1

MTSS Champions will assist the MTSS team to ensure teachers are following the MTSS procedures and data collection.

Facilitator

MTSS Team and MTSS Champions (teacher leaders)

Participants

K-5 teachers

Schedule

Monthly, from 8/15/2016 to 5/31/2017

PD Opportunity 2

Provide professional development on Language Matters Growth Mindset

Facilitator

FDLRS

Participants

Teachers

Schedule

Monthly, from 8/8/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B6.S1.A1	Testing all students equally across the grade level with the same assessment.				$0.00
2	G1.B6.S1.A2	Professional Development on the use of district assessment resources.				$0.00
3	G1.B7.S1.A1	Professional development on analyzing assessment results.				$0.00
4	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
5	G2.B1.S1.A1	Testing all students equally across the grade level with the same assessment.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0461 - Zellwood Elementary			$500.00
6	G2.B1.S1.A2	Professional development on the use of district wide resources for assessments.				$0.00
7	G2.B1.S1.A3	Grade level PLCs and data meetings to analyze data and make instructional decisions.				$0.00
8	G2.B5.S1.A1	MTSS Champions will assist the MTSS team to ensure teachers are following the MTSS procedures and data collection.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0461 - Zellwood Elementary			$2,000.00
9	G2.B5.S1.A2	Paraprofessional and Title III paraprofessional support paired with Tier 2/3 interventions.				$0.00
10	G2.B5.S1.A3	Provide professional development on Language Matters Growth Mindset				$0.00
11	G2.B5.S1.A4	Implement Possible Selves Program with the lowest 25%.				$0.00
					Total:	$2,500.00