

## 2013-2014 SCHOOL IMPROVEMENT PLAN

Zellwood Elementary  
3551 N WASHINGTON ST  
Zellwood, FL 32798  
407-884-2258

### School Demographics

<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 100%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 67%

### School Grades History

<b>2013-14</b> C	<b>2012-13</b> C	<b>2011-12</b> C	<b>2010-11</b> B
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### SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Zellwood Elementary

##### Principal

Frank Mattucci

##### School Advisory Council chair

Mafoudia Camara

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Frank Mattucci	Principal
Sallie Long	Assistant Principal
Linda Burns	CRT/MTSS Coordinator
Elizabeth Lovoy	Reading Coach
Jennifer Bennett	Math Coach
Ena Hildago	CT
Deidre Moore	Staffing Specialist

#### District-Level Information

##### District

Orange

##### Superintendent

Dr. Barbara M Jenkins

##### Date of school board approval of SIP

1/28/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Mafouda Camara – SAC Chair

Doraliz Velez – Co-Chair

Valerie Radcliffe - Secretary

#### Involvement of the SAC in the development of the SIP

Last year's school improvement plan and the current school data were reviewed in the August 2013 SAC meeting. SAC members provide input on changes that should be made. The SIP is discussed at each SAC meeting.

**Activities of the SAC for the upcoming school year**

Review and discuss the school improvement plan throughout the year.  
Review and discuss progress monitoring data.  
Provide input into the school improvement plan.  
Review, discuss, and approve the parental involvement plan.

**Projected use of school improvement funds, including the amount allocated to each project**

Professional Development - \$906.00

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Frank Mattucci**

Principal

Years as Administrator: 16

Years at Current School: 2

**Credentials**

B.S.  
M.A

**Performance Record**

School Grades: 2012-2013 Zellwood ES: C; 2011-2012 Zellwood ES: C; 2010-11 Lakeville ES: A; 2009-10 Lakeville ES: B; 2008-09 Lakeville ES: A  
 Reading Proficiency: 2012-2013: 48%; 2011-2012: 47%; 2010-11: 78%; 2009-10: 76%; 2008-09: 77%;  
 Math Proficiency: 2012-2103: 48%; 2011-2012: 43%; 2010-11: 76; 2009-10: 77%; 2008-09: 81%  
 Writing proficiency: 2012-2013: 43%; 2011-2012: 77% 2010-11: 72%; 2009-10: 77%; 2008-09: 89%;  
 Science Proficiency: 2012-2012: 39%; 2011-2012: 34%; 2010-11: 51%; 2009-10 52%; 2008-09 47%.  
 Learning Gains Reading: 2012-2013: 68%; 2011-2012: 60% ; 2010-11: 68%; 2009-10: 76%; 2008-09: 77%;  
 Learning Gains Math: 2012-2013: 68%; 2011-2012: 57% ; 2010-11: 61%; 2009-10: 52%; 2008-09: 65%;  
 Learning Gains Lowest 25% Reading: 2012-2013: 60%; 2011-2012: 66% ; 2010-11: 67%; 2009-10: 55%; 2008-09: 64%;  
 Learning Gains Lowest 25% Math: 2012-2013: 61%; 2011-2012: 45%; 2010-11: 68%; 2009-10: 55%; 2008-09: 64%;  
 AYP 2010-11 No 79% criteria met; 2009-10 No 85% criteria met; 2008-09 Yes 100% criteria met.

<b>Sallie Long</b>		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

<b>Credentials</b>	<p>B.S. in Special Education                  M.Ed.                  M.A.Ed: Administration and Supervision</p>
<b>Performance Record</b>	<p>School Grades: 2012-2013 Zellwood ES: C; 2011-2012 Zellwood ES: C; 2010-11 Rosemont ES: A; 2009-10 Sadler ES: C; 2008-09 Sadler ES: A; 2007-2008 Bonneville ES: A, 2006-2007 Bonneville ES: A.</p> <p>Reading Proficiency: 2012-2013: 48%; 2011-2012: 47%; 2010-11 63%; 2009-10 57%; 2008-09 62%; 2007-2008 88%; 2006-2007 87%;</p> <p>Math Proficiency: 2012-2013: 48%; 2011-2012 43%; 2010-11: 65%; 2009-10: 52%; 2008-09: 62%; 2007-2008: 86%; 2006-2007 87%</p> <p>Writing proficiency: 2012-2013: 43%; 2011-2012 77% 2010-11 86%; 2009-10: 78%; 2008-09: 92%; 2007-2008: 92%; 2006-2007 99%</p> <p>Science Proficiency: 2012-2103: 39%; 2011-2012: 34%; 2010-11: 63%; 2009-10: 25%; 2008-09 30%; 2007-2008: 67%: 2006-2007: 64%</p> <p>Learning Gains Reading: 2012-2013: 68%; 2011-2012: 60%; 2010-11: 67%; 2009-10: 61%; 2008-09: 69%; 2007-2008: 76%; 2006-2007: 82%;</p> <p>Learning Gains Math: 2012-2013: 68%; 2011-2012 57% ; 2010-11: 75%; 2009-10: 55%; 2008-09: 71%; 2007-2008 75%; 2006-2007 78%;</p> <p>Learning Gains Lowest 25% Reading: 2012-2013: 60%; 2011-2012 66% ;2010-11: 67%; 2009-10: 58%; 2008-09: 54%; 2007-2008: 71%; 2006-2007: 67%</p> <p>LearningGains Lowest 25% Math: 2012-2013: 61%; 2011-2012: 45%; 2010-11: 68%; 2009-10: 52%; 2008-09: 79%; 2007-2008: 79%; 2006-2007: 79%.</p>

**Instructional Coaches**

<b># of instructional coaches</b>	3
<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
<b>Instructional Coach Information:</b>	



<b>Elizabeth Lovoy</b>		
Full-time / School-based	Years as Coach: 12	Years at Current School: 8
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	BS MS National Certified Board teacher Reading endorsement, ESOL	
<b>Performance Record</b>	School Grades: 2012-2013: Zellwood ES C; 2011-2012 Zellwood ES C; 2010-2011 B; 2009-2010 B; 2008-2009 B; 2007-2008 C. Learning Gains Reading: 2012-2013: 68%; 2011-2012: 60%; 2010-2011: 72%; 2009-2010 64%; 2008-2009: 82%; 2007-2008 95%; Learning Gains Math: 2012-2013: 68%; 2011-2012: 57%; 2010-2011: 56%; 2009-2010: 71%; 2008-2009: 69%; 2007-2008: 61% Lowest 25% Reading 2012-2103: 60%; 2011-2012 66%; 2010-2011 63%; 2009-2010: 58%; 2008-2009: 71%; 2007-2008: 64%; Lowest 25% Math 2012-2013: 61%; 2011-2012: 45%; 2010-2011: 60%; 2009-2010: 76%; 2008-2009: 61%; 2007-2008 55%. AYP: 2010-2011 72%; 2009-2010 64%; 2008-2009 82%; 2007-2008 95%.	

**Linda Burns**

Full-time / School-based                      Years as Coach: 0                      Years at Current School: 0

**Areas**    RtI/MTSS

**Credentials**                                      ESOL Certified

**Performance Record**

School Grades: Lakeville ES 2012-2013: B ; 2011-2012:B ;  
 2010-2011:A ;2009-2010: A; 2008-2009: B  
 Reading Proficiency: 2012-2013: 60%; 2011-2012: 53%; 2010-11  
 77%; 2009-10 75%; 2008-2009:75%  
 Math Proficiency: 2012-2013: 61%; 2011-2012: 51%; 2010-11:  
 76%; 2009-10: 69%; 2008-09: 71%;  
 Writing proficiency: 2012-2013: 57%; 2011-2012: 80%; 2010-11:  
 87%; 2009-10: 80%; 2008-09: 89%;  
 Science Proficiency: 2012-2103: 57%; 2011-2012: 45%; 2010-11:  
 39%; 2009-10: 55%; 2008-09 33%;  
 Learning Gains Reading: 2012-2013: 63%; 2011-2012: 61%;  
 2010-2011: 64%; 2009-2010: 63%; 2008-2009:69%  
 Learning Gains Math: 2012-2013: 60%; 2011-2012: 62%;  
 2010-2011: 69%; 2009-2010: 71%; 2008-2009: 63%  
 Lowest 25% Reading 2012-2103: 63 %; 2011-2012 67%;  
 2010-2011 57%; 2009-2010: 54%; 2008-2009:56%  
 Lowest 25% Math 2012-2013: 61%; 2011-2012: 53 %; 2010-2011:  
 84%; 2009-2010: 73%;2008-2009:63%  
 AYP: 2012-2013: ;2011-2012: ; 2010-2011:

<b>Jennifer Bennett</b>		
Full-time / School-based	Years as Coach: 4	Years at Current School: 11
<b>Areas</b>	Mathematics	
<b>Credentials</b>	BS ESOL Reading Endorsement Currently working on Master's Degree	
<b>Performance Record</b>	School Grades: 2012-2013: Zellwood ES C; 2011-2012 Zellwood ES C; 2010-2011 B; 2009-2010 B; 2008-2009 B; 2007-2008 C. Learning Gains Reading: 2012-2013: 68%; 2011-2012: 60%; 2010-2011: 72%; 2009-2010 64%; 2008-2009: 82%; 2007-2008 95%; Learning Gains Math: 2012-2013: 68%; 2011-2012: 57%; 2010-2011: 56%; 2009-2010: 71%; 2008-2009: 69%; 2007-2008: 61% Lowest 25% Reading 2012-2103: 60%; 2011-2012 66%; 2010-2011 63%; 2009-2010: 58%; 2008-2009: 71%; 2007-2008: 64%; Lowest 25% Math 2012-2013: 61%; 2011-2012: 45%; 2010-2011: 60%; 2009-2010: 76%; 2008-2009: 61%; 2007-2008 55%. AYP: 2010-2011 72%; 2009-2010 64%; 2008-2009 82%; 2007-2008 95%.	

**Classroom Teachers**

<b># of classroom teachers</b>	33
<b># receiving effective rating or higher</b>	26, 79%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	33, 100%
<b># ESOL endorsed</b>	30, 91%
<b># reading endorsed</b>	5, 15%
<b># with advanced degrees</b>	14, 42%
<b># National Board Certified</b>	0, 0%
<b># first-year teachers</b>	3, 9%

**# with 1-5 years of experience**

5, 15%

**# with 6-14 years of experience**

10, 30%

**# with 15 or more years of experience**

13, 39%

**Education Paraprofessionals****# of paraprofessionals**

8

**# Highly Qualified**

8, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

9

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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  
 Conference Days – Principal, team leaders  
 Data Meetings – Principal, Assistant Principal, CRT, Reading Coach, Math Coach  
 PLC's – Principal, team leaders, grade level chairs  
 MTSS/RtI Team – MTSS Coordinatr  
 Staff Socials – Social Committee  
 Behavior Intervention Team – Staffing Coordinator

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the 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 or will take "clinical educator". In making the mentor/mentee matches, Zellwood considered the experience level and background of the mentor teacher. For example, we have a new, Alternative Certification Program, ACP, teacher in fifth grade. We have multiple, qualified mentors to work with him, but we chose the teacher with the longest tenure at Zellwood who can assist him as he learns the school's culture. During pre-planning we had the initial meeting for the new teachers. 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, Beth Lovoy, will hold monthly meetings with new teachers to review topics like expectations for parent contact, setting up Outlook folders, navigating the school's share point site, and other topics critical to smooth operations. Mentors will meet with the Instructional Coach every two months. Mentors will be expected to meet with their assigned mentee and track interactions with a mentor log.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The MTSS/Rtl team includes: Principal, Assistant Principal, Staffing Coordinator, Compliance Teacher, Coaches, school psychologist, and speech and language pathologist.

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

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Principal – Oversees the MTSS process, participates in MTSS meetings, CWT

Assistant Principal- Oversee the MTSS process, participates in MTSS meetings, assessment team member, CWT

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.

School Psychologist – participates in MTSS meetings, observes students, assesses students

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

#### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

1. Utilize a tracking sheet for just the children in the intervention group. Update the tracking form a minimum of twice a month.
  - a. Some data is transferred from the class tracking sheet.
  - b. Include OPM data of the skills taught and tested.
  - c. Include attendance information.
2. Tier 2 and Tier 3 interventions occur outside the 90 minute reading block or the 60 minute math lesson.
  - a. Tier 2 groups of no more than 6 students are formed based on data and skills to be taught are planned based on that data.
  - b. A CIRP or SIRP may be used. Research-based strategies are necessary.
  - c. Tier 2 interventions MAY include more than one learning focus. Ex: ORF and comprehension.
  - d. For Tier 2 and Tier 3 interventions, the MTSS/Rtl team should collaborate to set mastery levels.
  - e. Tier 3 interventions are planned for 1-3 students.
  - f. Tier 3 interventions address only one learning focus.
3. Data collection
  - a. OPM for any child in Tier 3 needs to be collected weekly.
  - b. OPM may include specific assessments like word reading accuracy as well as other assessments that require a student to use multiple reading or math strategies.
  - c. MTSS coordinator will create the graphs for the OPM for Tier 3 instruction.
4. School administration will conduct classroom walkthroughs during interventions and provide feedback to the teachers.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Core instruction is monitored through benchmark data in the Performance Matters system for reading, math, science, and writing. FAIR, ASPEN Math are also used to monitor core instruction  
 Supplemental – Tier II Intervention is assessed through Houghton Mifflin Progress Monitoring on a biweekly basis.

Intensive – Tier III Intervention is assessed through Houghton Mifflin Progress Monitoring and the OCPS Phonics Continuum on a weekly basis.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

MTSS-

- Hold monthly meetings with staff members concerning Tier II, Tier III, progress monitoring of students, and data collection.
- Meet with paraprofessionals weekly to monitor the Tier II and Tier III instruction.
- Upload all data to our Collaboration site weekly
- Attend a SAC meeting to explain the MTSS process to parents
- Data will be shared with individual parents during parent conferences, report card conferences, staffings.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 2,740

Zellwood Elementary School will offer before school learning opportunities for students in grades 3-5. The children will be supervised by highly qualified personnel in the computer labs to use Moby Max for math practice and Reading Plus for reading practice.

SAI funds will be used for after school tutoring (Soaring Eagles Camp) for students in grades 4-5 who earned a level 1 on FCAT and retained third graders. Highly qualified personnel will meet with small groups with a ratio of 1:6. The after school tutoring will be differentiated. The curricular areas will include reading, writing, and math.

Approximately 12 weeks before FCAT, fifth grade students will be invited to attend FCAT Boot Camp math tutoring with their homeroom teachers. Additional staff members will also volunteer to keep the student/teacher ratios low. This will occur for one hour a day, 2 days a week.

Enrichment Activities for a Well Rounded Education - Students are eligible to participate in the Green Team to demonstrate responsibility for recycling on the campus.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Before School Learning:

Moby Max – collect data from the computer program (baseline and ending level) Principal

Reading Plus – initial placement test compared to end of year level – Principal

SAI tutoring after school:

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. Bennett, club sponsor

Fifth grade math tutoring – unit assessments and math benchmark tests – Mrs. Burns, MTSS Coordinator

**Who is responsible for monitoring implementation of this strategy?**

Principal is responsible for monitoring the implementation of all strategies listed. He is supported by leadership team members like the MTSS coordinator who continuously updates the school's collaboration site with current data. School Advisory Council members are updated at monthly meetings.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Elizabeth Lovoy	Reading Coach
Joy Keeley	Media Specialist
Rebecca Dunn	Kindergarten Teacher

Name	Title
Hilda Carboni	1st Grade Teacher
Gregg Mastantonio	3rd Grade Teacher
Shan Backus	3rd Grade Teacher
Lauren Atkins	3rd Grade Teacher
Linda Burns	MTSS Coordinator
Debra Knerr	4th Grade Teacher

### How the school-based LLT functions

The Zellwood LLT is staffed with teacher volunteers who have a passion for reading. The first formal meeting was held on August 28. The Zellwood Literacy Team will attend monthly meetings that address key reading issues at the school level. The agenda items to be discussed will include Data, Common Core State Standards, Text Complexity, and the new reading core program, Journeys. The literacy coach will attend all monthly reading coach trainings and bring resources back to the LLT. Meeting notes and other resources that the LLT approves will be posted to the school share point server for the entire staff to access.

### Major initiatives of the LLT

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.

The LLT will work to develop a love of reading while striving to reduce gender bias towards certain genres. We hope to expand students' horizons and help them see themselves in careers.

Addressing the CCSS instructional shifts in reading will be an ongoing focus addressed not only by the LLT, but grade level teams K-5 also. We hope to better understand rigor and differentiation in instruction. From data, we know that Zellwood needs to increase oral language skills and academic vocabulary. The Zellwood LLT will conduct short, targeted action research projects to investigate instructional activities for our students. The Zellwood Way, our plan of action for reading, includes the use of anchor charts and interactive word walls. These may be incorporated into the action research.

There is a need to complete follow up steps to a grant that the Zellwood Media Center was awarded during the 2012-2013 school year. This involved purchasing non-fiction titles for classroom libraries.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.



## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	48%	No	58%
American Indian				
Asian				
Black/African American	40%	36%	No	46%
Hispanic	47%	37%	No	52%
White	68%	68%	Yes	71%
English language learners	44%	28%	No	50%
Students with disabilities	29%	17%	No	36%
Economically disadvantaged	49%	46%	No	54%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	70	28%	33%
Students scoring at or above Achievement Level 4	52	21%	24%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	107	68%	78%
Students in lowest 25% making learning gains (FCAT 2.0)	23	60%	67%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	67	34%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	51	26%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	46	24%	29%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	35	43%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	51%	48%	No	56%
American Indian				
Asian				
Black/African American	33%	31%	No	40%
Hispanic	49%	45%	No	54%
White	59%	59%	Yes	63%
English language learners	48%	36%	No	54%
Students with disabilities	29%	13%	No	36%
Economically disadvantaged	48%	46%	No	53%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	32%	38%
Students scoring at or above Achievement Level 4	40	16%	19%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	105	68%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	25	60%	68%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	28%	31%
Students scoring at or above Achievement Level 4	12	13%	16%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		100
Participation in STEM-related experiences provided for students	590	100%	100%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	118	19%	16%
Students retained, pursuant to s. 1008.25, F.S.	34	6%	5%
Students who are not proficient in reading by third grade	59	60%	55%
Students who receive two or more behavior referrals	10	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	11	2%	1%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

The FLDOE will upload PIP.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increased participation in parental involvement activities	129	22%	25%

## Goals Summary

- G1.** In order to ensure that our students receive quality Writing instruction, the 2014 target for students scoring at achievement level 3.5 on FCAT 2.0 Writing will increase from 43% to 50%.
- G2.** In order to ensure that our students receive quality math instruction, the 2014 target for students scoring at or above achievement level 3 on FCAT 2.0 Math will increase from 48% to 56%.
- G3.** In order to ensure that our students receive quality reading instruction, the 2014 target for ELL students scoring at achievement level 3 on FCAT 2.0 Reading will increase from 28% to 50%.

## Goals Detail

**G1.** In order to ensure that our students receive quality Writing instruction, the 2014 target for students scoring at achievement level 3.5 on FCAT 2.0 Writing will increase from 43% to 50%.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Children from poverty can tell stories that are rich in emotional details.
- Teachers are using interactive word walls in the classroom to build vocabulary.
- We have an enrichment time of the day where children are reading authentic literature in combination with using the program, Elements of Reading, Vocabulary.
- The CCRP, Journeys, has a language arts section.
- We have 40 minutes of language arts instruction built into the master schedule.
- Through Write From the Beginning, we will teach the children a Thinking Maps-based approach to drafting and brainstorming.
- Write From the Beginning has a 20 point analytical rubric that will make a student's writing strengths/weaknesses apparent.
- Teachers are expected to have students write in content areas.
- Gradual release model of instruction includes daily teacher modeling.
- Students can use Thinking Maps to reverse map their own writing to see what is lacking.

### Targeted Barriers to Achieving the Goal

- When revising their own writing pieces, students don't see what needs to be improved to get a paper that scores 4.0 or higher.

### Plan to Monitor Progress Toward the Goal

Classroom teachers plan cold prompts and score. Cold score data reported and desegregated. Other writing data collected by the classroom teacher (ex. Vocabulary assessments, grammar lessons, etc.) When an area of weakness is found re-teach or differentiate Classroom teachers collaborate during the planning process with instructional coaches

#### Person or Persons Responsible

Classroom Teachers Administration Instructional Coaches

#### Target Dates or Schedule:

Cold prompts three times a year (minimum) Weekly assessments for grammar and vocabulary  
Differentiation based on need Weekly collaborative planning sessions

#### Evidence of Completion:

Data meetings Data tables, tracking forms Lesson plans show re-teaching and differentiation

**G2.** In order to ensure that our students receive quality math instruction, the 2014 target for students scoring at or above achievement level 3 on FCAT 2.0 Math will increase from 48% to 56%.

#### Targets Supported

#### Resources Available to Support the Goal

- Participation in the Apopka consortium math group
- Gradual release model including teacher modeling
- Common Core mathematical practices
- Writing in the content area
- Collaborative discourse through and about math concepts
- Enrichment within centers and small group time
- Morning math using Moby Max to support enrichment

#### Targeted Barriers to Achieving the Goal

- Teacher utilization of summative assessment data to determine small group instruction.
- Students lack of academic vocabulary and oral language skills needed to effectively engage in collaborative mathematical discourse.
- Teachers rely on multiple choice responses rather than open-response.

### Plan to Monitor Progress Toward the Goal

Collect data to track that students' growth in math over time

#### Person or Persons Responsible

Principal Assistant Principal Math Coaches MTSS Coordinator

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

Data meeting agendas and notes, Teachers' data notebooks

**G3.** In order to ensure that our students receive quality reading instruction, the 2014 target for ELL students scoring at achievement level 3 on FCAT 2.0 Reading will increase from 28% to 50%.

### **Targets Supported**

#### **Resources Available to Support the Goal**

- There is an active bilingual PLC at Zellwood that includes the principal, Compliance Teacher, and bilingual teachers.
- There is an active PLC at Zellwood with active parents who attend meetings to learn how to help their children.
- All teachers at Zellwood are ESOL endorsed or are working on completing the endorsement.
- Title 3 purchases the supplemental computer-based program, Imagine Learning English for LY students to use daily to increase vocabulary, language and grammar.
- Teachers plan lessons with the gradual release model of instruction as well as the preview, view and review model. Both are scaffolds for ELL students.
- Teachers include accommodations for ELL students in lesson plans.
- Teachers deconstruct the standards which helps identify prerequisite skills that may be lacking for ELL students.
- Zellwood Elementary teachers use anchor charts and interactive word walls to make learning visible and resources available.
- Zellwood Elementary has non-negotiable reading centers designed to deepen understanding of standards.
- The Media Center will be open before school and one night a week.

#### **Targeted Barriers to Achieving the Goal**

- Need for differentiated instruction.

### **Plan to Monitor Progress Toward the Goal**

Conduct CWT to find evidence of the strategies being used during instruction not just written in the lesson plans. conduct lesson plan reviews. Data meetings will be planned and attended by personnel not limited to: administration, grade level teams, MTSS coordinator, CT, Staffing specialist, instructional coaches. Data will be collected for enrichment and interventions. Data will be disaggregated and analyzed for at least two areas: LY and Lowest 25% in reading.

#### **Person or Persons Responsible**

Administration Classroom teachers Instructional Coaches MTSS Coordinator Compliance Teacher Staffing Specialist

#### **Target Dates or Schedule:**

CWT – weekly Lesson plan review – monthly Data meetings – weekly Data for interventions – weekly Data for enrichment – twice a month Data disaggregated - ongoing

#### **Evidence of Completion:**

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

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** In order to ensure that our students receive quality Writing instruction, the 2014 target for students scoring at achievement level 3.5 on FCAT 2.0 Writing will increase from 43% to 50%.

**G1.B1** When revising their own writing pieces, students don't see what needs to be improved to get a paper that scores 4.0 or higher.

**G1.B1.S1** Teach the students how to "reverse" map their own writing with Thinking Maps so they understand what needs to be revised.

### **Action Step 1**

Apply Thinking Maps during the writing process especially when they are revising their draft to score 4.0 or higher on the rubric.

#### **Person or Persons Responsible**

Students

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work samples will include Thinking Maps

### **Action Step 2**

Use the appropriate Thinking Maps throughout the writing process. Most critically the brainstorming, drafting and revising phases

#### **Person or Persons Responsible**

Classroom teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lesson plan steps will include the use of Thinking Maps



### **Action Step 3**

Learn the appropriate Thinking Map for narrative/expository prompt.

#### **Person or Persons Responsible**

Classroom teachers

#### **Target Dates or Schedule**

Fall 2013

#### **Evidence of Completion**

Staff development agenda and sign in

#### **Facilitator:**

Reading Coach and 4th Grade Level Chair

#### **Participants:**

Classroom Teachers

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

Administration will conduct classroom walkthroughs to find evidence of teacher modeling of Thinking Maps and reverse mapping. Lesson plans will be posted to the grade level share point server

#### **Person or Persons Responsible**

Administration Grade chair Classroom teachers

#### **Target Dates or Schedule**

CWT when writing instruction is occurring Plans posted by the Friday before the week instruction will occur Data meetings once a month

#### **Evidence of Completion**

Written CWT data student work samples lesson plans

## Plan to Monitor Effectiveness of G1.B1.S1

Students – respond to a survey about their own abilities to revise their writing. Teachers - use some class activities as formative assessment to track the students’ ability to revise based on reverse mapping. Administration – track that student writing scores are improving over time.

### Person or Persons Responsible

Students Teachers Administration

### Target Dates or Schedule

Student survey 3x a year. Formative assessments 2x a month. Monthly data meetings.

### Evidence of Completion

Compare student survey data Track formative assessments of reverse mapping Improved student writing scores

**G1.B1.S2** Use collaborative structures so that students interact with each other to support all learners during the revision phase of writing.

### Action Step 1

Model how to give constructive feedback on writing.

#### Person or Persons Responsible

Classroom teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Lesson plans Classroom walkthrough data

### Action Step 2

Listen to peer feedback on the clarity of their writing piece and make changes to the piece based on the feedback.

#### Person or Persons Responsible

Students

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Classroom walkthrough data Writing scores

### **Action Step 3**

Include opportunities for students of different skill levels to talk to each other during brainstorming, drafting and revising stages of the writing process.

#### **Person or Persons Responsible**

Classroom teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lesson plans Classroom walkthrough data

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

Administration conducts classroom walkthroughs. focused on evidence of students discussing their writing within a variety of collaborative structures. Lesson plans will be posted by the grade chair to the grade level share point server.

#### **Person or Persons Responsible**

Administration Grade chair Classroom teachers

#### **Target Dates or Schedule**

CWT when writing instruction is occurring Plans by the Friday before the week instruction will occur  
Data meetings once a month

#### **Evidence of Completion**

Written CWT data student work samples lesson plans

## Plan to Monitor Effectiveness of G1.B1.S2

Students – complete self –assessments on their level of involvement with collaborative structures.  
Students – writing portfolios have student work that has been revised after collaboration with peers.  
Teachers – track student participation in collaborative structures. Administration – track improved student writing scores.

### Person or Persons Responsible

Students Teachers Administration

### Target Dates or Schedule

Student self-assessments monthly Update writing portfolios weekly Ongoing teacher observations  
Monthly data meetings

### Evidence of Completion

Compare student self-assessment data Evaluate student writing portfolios Analyze teacher  
observation data Improved student writing scores

## G1.B1.S3 Display anchor papers at all score points in which students can compare their own writing.

### Action Step 1

Will be proficient in matching their own work to the appropriate anchor paper and can express the differences between the two. Will use this to improve writing.

### Person or Persons Responsible

Students

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Classroom walkthrough data Student writing scores

### Action Step 2

Model how to compare student-created pieces to the anchor papers.

### Person or Persons Responsible

Classroom teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Lesson plans Classroom walkthrough data

### **Action Step 3**

Display and make accessible anchor papers at all score points.

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

Fall 2013

#### **Evidence of Completion**

Classroom walkthrough data

### **Plan to Monitor Fidelity of Implementation of G1.B1.S3**

Administration does classroom walkthroughs to get evidence of anchor papers that are posted in an accessible location and are being used by the students to compare their own writing pieces. Teacher will be modeling the use of the anchor papers. Lesson plans will be posted to the grade level share point server

#### **Person or Persons Responsible**

Administration Grade chair Classroom teachers

#### **Target Dates or Schedule**

CWT when writing instruction is occurring Plans posted Friday before the week instruction will occur.

#### **Evidence of Completion**

Written CWT data student work samples lesson plans

### **Plan to Monitor Effectiveness of G1.B1.S3**

Students can express their own abilities to compare their work to an anchor paper. Students can express how the anchor paper is a model for them to use to improve their paper. Teachers – have procedures in place for students to move to the location where the anchor papers are posted. Administration – track improved student writing scores.

#### **Person or Persons Responsible**

Students Teachers Administration

#### **Target Dates or Schedule**

Student self-assessments monthly Written procedures for anchor papers written in fall 2013 Monthly data meetings

#### **Evidence of Completion**

Compare student self-assessment data Procedures in place Improved Student writing scores

**G1.B1.S4** Teach the rubric(s) to the students so they know the expected level of performance to reach a score point 4.0 paper.

**Action Step 1**

Students will be proficient in scoring their own with the rubric and can express what needs to be revised to score 4.0. Will revise own writing based on the analysis.

**Person or Persons Responsible**

Students

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans Classroom walkthrough data Student writing scores

**Action Step 2**

Model for the students how to compare student work to the rubric.

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans Classroom walkthrough data

**Action Step 3**

Teach the students the elements to the scoring rubric

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule**

Fall 2013

**Evidence of Completion**

Lesson plans Classroom walkthrough data

### **Plan to Monitor Fidelity of Implementation of G1.B1.S4**

Classroom walkthroughs focused on evidence of the rubric being taught or modeled by the teacher. At other times the students will be applying the rubric to revise their own writing. Lesson plans will be posted to the grade level share point server. Student writing scores will improve and reach the 4.0 level which will be discussed at writing data meeting

#### **Person or Persons Responsible**

Administration Grade chair Classroom teachers

#### **Target Dates or Schedule**

Classroom walkthroughs when writing instruction is occurring. Plans by the Friday before the week instruction will occur. Data meeting at least once a month

#### **Evidence of Completion**

Written CWT data student work samples lesson plans

### **Plan to Monitor Effectiveness of G1.B1.S4**

Students can explain the rubric with accuracy. Students can use the rubric to find areas to revise on their own piece Teachers actively coach students on the use of the rubric to improve their writing. Administration – track improved student writing scores.

#### **Person or Persons Responsible**

Students Teachers Administration

#### **Target Dates or Schedule**

Student self-assessments monthly Daily teacher coaching during writing instruction Monthly data meetings

#### **Evidence of Completion**

Compare student self-assessment data CWT data Improved student writing scores

**G2.** In order to ensure that our students receive quality math instruction, the 2014 target for students scoring at or above achievement level 3 on FCAT 2.0 Math will increase from 48% to 56%.

**G2.B1** Teacher utilization of summative assessment data to determine small group instruction.

**G2.B1.S1** Professional development on the use of data to form tier II intervention and enrichment groups.

**Action Step 1**

Math coach and MTSS coordinator will hold a professional development on analysis of and the use of data to form tier II intervention and enrichment groups

**Person or Persons Responsible**

Math coach Classroom teachers MTSS coordinator

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

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

**Facilitator:**

Math Coach MTSS Coordinator

**Participants:**

Classroom Teachers

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

Professional development will be given to support teachers in analyzing summative assessment data to form Tier II and enrichment small groups.

**Person or Persons Responsible**

Principal Assistant Principal

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Professional development agenda and sign in sheets



### Plan to Monitor Effectiveness of G2.B1.S1

Collect data to track that students' growth in math increases over time. Ensure flexible grouping occurs.

#### Person or Persons Responsible

Principal Assistant Principal Grade Level Teams MTSS Coordinator Math Coach

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Data meeting agendas and notes. Teachers' data notebooks

### G2.B1.S2 Review lesson plans for planning of Tier II intervention and enrichment during small group.

#### Action Step 1

Lesson plans posted on sharepoint. Review lesson plans for planning of Tier II intervention and enrichment during small group.

#### Person or Persons Responsible

Classroom teachers Grade level administrator

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Lesson plans posted online Lesson plan review data and lesson plans posted online

### Plan to Monitor Fidelity of Implementation of G2.B1.S2

Lesson plans will be reviewed to ensure implementation of Tier II and enrichment during small group.

#### Person or Persons Responsible

Grade level administrator

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Lesson plan review data will be sent to teachers.

### Plan to Monitor Effectiveness of G2.B1.S2

Observe in classrooms and collect data on implementation of Tier II and enrichment small groups. Review lesson plans for evidence of Tier II and enrichment small groups.

#### Person or Persons Responsible

Administration Classroom teachers Instructional Coaches

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

CWT data Lesson plan review

**G2.B1.S3** Classroom walk through to ensure the implementation of Tier II intervention and enrichment during small group.

#### Action Step 1

Classroom walkthroughs to ensure the implementation of Tier II intervention and enrichment during small group.

#### Person or Persons Responsible

Principal Assistant Principal Math Coach MTSS Coordinator

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Classroom walkthrough data Student assessment scores

### Plan to Monitor Fidelity of Implementation of G2.B1.S3

CWT when math small group instruction is occurring. Plans posted by the Friday before the week of instruction will occur. Data meetings once a month.

#### Person or Persons Responsible

Principal Assistant Principal Math Coach MTSS Coordinator

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Written CWT data Student work samples Lesson plans

### Plan to Monitor Effectiveness of G2.B1.S3

Observe in classrooms and collect data on implementation of Tier II and enrichment small groups. Review lesson plans for evidence of Tier II and enrichment small groups.

#### Person or Persons Responsible

Administration Classroom teachers Instructional Coaches

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

CWT data Lesson plan review

**G2.B1.S4** Deconstructing the Common Core State Standards (CCSS) for math to identify prerequisite skills under resourced learners may not have mastered.

#### Action Step 1

Deconstruct the CCSS Math for grades K-5. Anticipate which prerequisite skills may not be mastered by under-resourced learners and plan in advance to meet their needs. Post deconstructed standards in a vertically aligned format on the school's collaboration site.

#### Person or Persons Responsible

Classroom teachers Math Coach

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

See the posted deconstructed standards on the collaboration site as well as deconstructed standards included in lesson plans.

### **Plan to Monitor Fidelity of Implementation of G2.B1.S4**

Deconstructing the Common Core State Standards (CCSS) for math to identify prerequisite skills under-resourced learners may not have mastered.

#### **Person or Persons Responsible**

Administration Classroom teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lesson plan review, problem solving model to identify missing prerequisite skills, student scores math scores.

### **Plan to Monitor Effectiveness of G2.B1.S4**

Lesson plans, learning goals, and scales are written to match deconstructed math CCSS. Collaborative groups of teachers support each other in their understanding of prerequisite skills and how to reach the under-resourced learners.

#### **Person or Persons Responsible**

Administration Classroom teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lesson plan review, problem solving model to identify missing prerequisite skills as seen in grade level team notes, student math scores.

**G3.** In order to ensure that our students receive quality reading instruction, the 2014 target for ELL students scoring at achievement level 3 on FCAT 2.0 Reading will increase from 28% to 50%.

**G3.B1** Need for differentiated instruction.

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

**Action Step 1**

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

**Person or Persons Responsible**

Principal forms a committee of teachers and instructional coaches

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

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

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

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

**Person or Persons Responsible**

Administration Teachers Compliance Teacher Staffing Specialist

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plan review Lesson plans posted online CWT data Monitoring by CT and Staffing Specialist for adherence to ANI and IEP Student scores for reading

### Plan to Monitor Effectiveness of G3.B1.S1

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

#### Person or Persons Responsible

Administration Grade level teams Compliance Teacher Staffing Specialist

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Lesson plan review data Lesson plans posted online CWT data Monitoring by CT and Staffing Specialist for adherence to ANI and IEP Student scores for reading

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

#### Action Step 1

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

#### Person or Persons Responsible

Classroom teachers, administration to evaluate the use of the gradual release method

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

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

## **Action Step 2**

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

### **Person or Persons Responsible**

Principal forms a committee of teachers and instructional coaches

### **Target Dates or Schedule**

September 2013

### **Evidence of Completion**

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

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

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

### **Person or Persons Responsible**

Administration Teachers Compliance Teacher Staffing Specialist

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Lesson plan review Lesson plans posted online CWT data Monitoring by CT and Staffing Specialist for adherence to ANI and IEP Student scores for reading

## Plan to Monitor Effectiveness of G3.B1.S2

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

### Person or Persons Responsible

Administration Classroom Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

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

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

### Action Step 1

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

### Person or Persons Responsible

Principal and MTSS Coordinator, classroom teachers, school registrar

### Target Dates or Schedule

Initial groups formed over the summer. Ongoing review of data throughout the year.

### Evidence of Completion

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



### **Plan to Monitor Fidelity of Implementation of G3.B1.S5**

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

#### **Person or Persons Responsible**

Administration Classroom Teachers

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Data meeting agendas and notes Teachers' data notebooks

### **Plan to Monitor Effectiveness of G3.B1.S5**

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

#### **Person or Persons Responsible**

Administration Grade Level Teams MTSS Coordinator

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Data meeting agendas and notes Teachers' data notebooks

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Federal funds:

Title I: Covers the salaries of \_\_\_ 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: (Minor Hawk)

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 2014.

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

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** In order to ensure that our students receive quality Writing instruction, the 2014 target for students scoring at achievement level 3.5 on FCAT 2.0 Writing will increase from 43% to 50%.

**G1.B1** When revising their own writing pieces, students don't see what needs to be improved to get a paper that scores 4.0 or higher.

**G1.B1.S1** Teach the students how to "reverse" map their own writing with Thinking Maps so they understand what needs to be revised.

### PD Opportunity 1

Learn the appropriate Thinking Map for narrative/expository prompt.

#### Facilitator

Reading Coach and 4th Grade Level Chair

#### Participants

Classroom Teachers

#### Target Dates or Schedule

Fall 2013

#### Evidence of Completion

Staff development agenda and sign in

**G2.** In order to ensure that our students receive quality math instruction, the 2014 target for students scoring at or above achievement level 3 on FCAT 2.0 Math will increase from 48% to 56%.

**G2.B1** Teacher utilization of summative assessment data to determine small group instruction.

**G2.B1.S1** Professional development on the use of data to form tier II intervention and enrichment groups.

**PD Opportunity 1**

Math coach and MTSS coordinator will hold a professional development on analysis of and the use of data to form tier II intervention and enrichment groups

**Facilitator**

Math Coach MTSS Coordinator

**Participants**

Classroom Teachers

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

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

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	In order to ensure that our students receive quality Writing instruction, the 2014 target for students scoring at achievement level 3.5 on FCAT 2.0 Writing will increase from 43% to 50%.	\$3,890
Total		\$3,890

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I School Improvement Fund	\$3,890	\$3,890
Total	\$3,890	\$3,890

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** In order to ensure that our students receive quality Writing instruction, the 2014 target for students scoring at achievement level 3.5 on FCAT 2.0 Writing will increase from 43% to 50%.

**G1.B1** When revising their own writing pieces, students don't see what needs to be improved to get a paper that scores 4.0 or higher.

**G1.B1.S1** Teach the students how to "reverse" map their own writing with Thinking Maps so they understand what needs to be revised.

#### Action Step 3

Learn the appropriate Thinking Map for narrative/expository prompt.

**Resource Type**

Evidence-Based Program

**Resource**

Write from the Beginning and Beyond

**Funding Source**

Title I School Improvement Fund

**Amount Needed**

\$3,890