

Orange County Public Schools

# Wyndham Lakes Elementary



2015-16 School Improvement Plan

## Wyndham Lakes Elementary

14360 WYNDHAM LAKES BLVD, Orlando, FL 32824

[www.ocps.net/lc/southeast/ewy](http://www.ocps.net/lc/southeast/ewy)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	100%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	90%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	B	B	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

To be the top producer of successful students in the nation

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

We continuously monitor the demographic makeup of our school and community. During the nine years we have been open, this has remained fairly constant, with the majority of our students being of Hispanic origin. When we enroll a student from a culture new to us, the teacher meets with the parents/family to discuss any items that might be a concern in the classroom, or possible conflicts with our school calendar and traditions. The makeup of our staff closely resembles the makeup of our community, which also helps in maintaining positive relationships and understanding of our families and their traditions.

We regularly discuss ways to maintain and improve the student-teacher relationship in our classrooms. This begins at pre-planning, and continues throughout the year. At our monthly DONUT meetings, we review materials such as "The Seven Habits of Highly Effective People" and Kagan strategies and discuss how they relate to the teacher-student relationship in the classroom.

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

Our administrators greet the students every day as they enter the front doors of the school. Adults are always visible, and a student can always find one quickly if needed. Our teachers walk the students to the cafeteria and special area classes; when sending students to the office, they always travel in groups of two (three when one student is being dropped off); teachers are careful to check how each student leaves the school each day, particularly if there is a change from the normal mode of dismissal. We conduct regular fire, bad weather, and active assailant drills, so that students and staff are familiar with these procedures.

We provide before and after school childcare through the YMCA for those families needing these services. We also have several after school clubs, including music, art, drama, soccer, gymnastics, and engineering. These opportunities maintain a positive attitude in our students regarding our school outside of the normal school day.

Teachers discuss how to maintain positive relationships with every student on our campus, and they are taught that every student belongs to every teacher in our building. Our SPARKY'S RULES discipline format provides a consistent reminder of our expectations, and students are encouraged to watch out for one another at school.

##### **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**

All students are taught SPARKY'S RULES at the start of the year:

S - Say only kind words

P - Prepare at Home to Succeed at School

A - Ask an Adult

R - Respect One Another

K - Keep Hands and Feet to Yourselves

Y - You Can be the Best

Any behavior incident resolution begins with a review of these rules. They are posted in every classroom, and prominently in the cafeteria. Each grade level implements a consistent behavior policy, so that from room to room, students are working under the same expectations. Each class holds a mandatory Class Meeting once weekly, during which the students work together to solve any issues in the classroom.

Teachers are reminded of all behavior and discipline expectations during pre-planning sessions, and can refer to our White Papers at any time to answer questions. They review the Code of Conduct with students quarterly. Administrators become involved in behavior issues only after teachers have exhausted all other avenues. Our discipline referrals continue to drop each year.

### **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**

First, at the end of each year teachers develop lists for the following year, listing students who should not be placed together in subsequent years. This information is ongoing, so students don't end up together two or three years down the line and again have problems. Parents are allowed to request specific character and teaching traits for their child's teacher, but not specific teachers. The school Guidance Counselor assists in placing these students with appropriate teachers.

Each classroom holds a weekly (minimum) Class Meeting to discuss issues affecting learning in the classroom. During these meetings, students are free to speak about problems they may be having with each other, or with our school as a whole. Teachers maintain minutes from these meetings, which can then be used when issues arise.

Our Guidance Counselor and School Psychologist are consulted for specific issues showing themselves in the classroom. They may speak with individuals or groups of children as they deem appropriate.

Teachers also "adopt" individual students throughout the year. Often times this is a former teacher who the student had previously formed a connection with, and they spend time together to keep the student motivated and engaged in their learning.

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

### **Describe the school's early warning system and provide a list of the early warning indicators used in the system**

\* The Attendance Clerk maintains a list of multiple absences through the SMS system, informing the School Social Worker when these numbers elevate.

\* The Assistant Principal and Dean monitor the number of suspensions, in particular watching for repeat suspensions and discipline problems.

\* All teachers are required to inform parents anytime a subject grade falls below a 'C'.

\* All Level 1 students are identified at the start of the year, and teachers made aware of these students. Third grade students attend Summer Reading Camp and/or prepare a portfolio to move them forward to fourth grade. Those students identified in the Lowest 25% at the end of the year receive immediate interventions upon starting the new year.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	20	16	17	11	8	11	83
One or more suspensions	0	0	0	0	0	1	1
Course failure in ELA or Math	19	32	31	45	18	37	182
Level 1 on statewide assessment	0	0	0	0	0	0	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	6	3	2	5	3	6	25

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Attendance is monitored by the Attendance Clerk; those with repeat attendance issues are forwarded to the School Social Worker; the Social Worker visits with the family to ascertain the reason for the repeated absences. If necessary, the Guidance Counselor works with the Social Worker, particularly if alternate transportation needs to be provided.

One or More Suspensions are monitored by the Assistant Principal and Dean. They may contact the parents to enlist their help in resolving the issues. They may also suggest alternate consequences in the classroom to encourage the student to be learning instead of at home.

Course Failure is monitored by classroom teachers, who inform parents any time a grade drops below a 'C'. Tutoring is also provided, as well as individual time with coaches or paraprofessionals in addition to the core instruction.

Level 1 students are given Good Cause when possible to maintain their progression through the grades. Those students scoring low on state assessments are identified by teachers at the start of the year, and enrolled in tutoring.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

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

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/62581>.

**Description**

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

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Our school uses the Partner in Education program through OCPS to develop partnership activities each year with traditional businesses in our community as well as STEM related professionals to assist with engaging students in math, science, technology or other professional activities. As our school and partners complete activities throughout the year, we showcase the evidence of the activity in our school's newsletter or online community portfolio.

In addition to our PIE program, we use www.FUELMyschool.com to extend our wishes for what we may need to help support student achievement. Our PIE coordinator is also a member of FAPE (Florida Association of Partners in Education) which assists in providing statewide networking opportunities in our school.

Over half of our teachers at WLE continue to build partnerships for their individual classroom needs through sites like www.donorschoose.org to fund projects and resources.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Shreffler, Robert	Principal
Herr, Debra	Other
Brooks, Velena	Guidance Counselor
Bryant, Ifedola	Instructional Coach
Carmona, Deborah	Other
Rosado, Evelyn	Other
Smith, Michelle	Other
Cyprian, Samantha	Psychologist
Nicholas, Maticka	Dean
Muthusami, Rebecca	Instructional Coach
Moreno, Guillermo	Assistant Principal

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Principal

- \* Oversees all other members of Leadership Team
- \* Sets vision and mission for school
- \* Leads data analysis
- \* Oversees third grade team for lesson planning and data analysis
- \* Sets agenda for weekly admin team meetings

Reading Coach/MTSS Facilitator

- Facilitates the process of building consensus and increasing infrastructure to support a school-wide implementation of MTSS
- Facilitates MTSS Team meetings that are focused on the problem-solving process to address the

needs

of all learners

- Uses IMS to collect school-wide data to share with MTSS Team
- Maintains a log of all Tier 2 and Tier 3 students
- Presents data with classroom teacher at MTSS parent meetings for individual students
- Ensures fidelity of core reading instruction and provides PD if needed
- Ensures fidelity of Tier 2 (Voyager) intervention and provides PD if needed
- Plans and implements Tier 3 interventions
- Assists teachers with progress monitoring, data collection and graphing
- Uses the district's Data-based Problem Solving tool and RIOTxICEL matrix to help make data-based decisions with the MTSS team

• Attends monthly grade level data meetings to address the needs of the school, small groups of learners,

and individual learners

- Coaches teachers in the use of the problem solving process, ongoing progress monitoring, differentiated

instruction, and intervention planning and implementation

- \* Oversees first grade team for lesson planning and data analysis

CRT

- \* Organizes teacher professional development

\* PIE Coordinator

- \* Oversees fifth grade team for lesson planning and data analysis

Guidance/Staffing Specialist

- Attends MTSS Team meetings as needed
- Incorporates data when making eligibility decisions
- Involves social worker and district personnel as needed to address individual student academic or behavioral needs
- Assists with the school-wide implementation of MTSS including teacher training and support

CT/ESOL

- \* Maintains ESOL compliance

\* Oversees bilingual program

School Psychologist

- Attends MTSS Team meetings as needed
- Reviews and interprets progress monitoring data
- Incorporates data when making eligibility decisions

Speech-Language Pathologist

- Attends MTSS Team meetings as needed
- Assists with creating and implementing Tier 2 and Tier 3 speech and/or language interventions through

collaboration, training and/or direct student contact

- Assumes lead responsibility for Speech/Language referrals
- Incorporates data when making eligibility decisions

Assistant Principal

- Collects school-wide discipline data and uses the problem solving process to address the needs of the

school, as well as those of small groups and individual students

- Helps to determine appropriate interventions, such as individual behavior plans, for at-risk students
- Attends MTSS Team meetings as needed
- Coordinates continuous professional development

\* Oversees second grade team for lesson planning and data analysis

Dean/Testing Coordinator/Parental Involvement Coordinator

- \* Schedules all required testing, along with overseeing implementation and technology requirements
- \* Coordinates Parental Involvement activities for Title 1

- \* Oversees Title 1 tutoring and Summer Reading Camp initiatives
- Math Coach
- \* Coordinates math initiatives, and provides professional development for teachers
- \* Models effective math teaching
- \* Oversees fourth grade team for lesson planning and data analysis
- Reading Coach
- \* Oversees interventions, including use of paraprofessionals to support teachers
- \* Models effective reading teaching
- \* Oversees kindergarten team for lesson planning and data analysis

***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***

Our school's MTSS and SIP structures provide a common vision for the use of student data used for decision-making to support our students' academic and behavioral needs. Universal Screening measures to assess students' beginning-of-the-year performance in reading and math are used for the early identification of students who may be struggling in the core content areas, using the iReady computerized diagnostic tests. For students whose needs cannot be met at Tier 1, data-based, small group interventions are provided at Tier 2 by the classroom teacher and coaches. If Tier 2 data shows a need for Tier 3, the MTSS Facilitator provides individualized, intensive interventions in addition to Tier 1 and Tier 2. To address the effectiveness of our Florida Standards-aligned, research based reading and math curriculum, the iReady computerized learning program will be utilized. Teachers will be provided professional development in the areas of Florida Standards ELA and Math. Student progress will be monitored weekly and shared at monthly grade-level data meetings. We have used our resources to allocate two full time reading coaches and a math coach to assist in meeting small group and individual student needs, one of whom is dedicated to facilitating MTSS and providing teacher support particularly at Tier 3.

For the 2015-16 school year, each member of the Leadership Team has been assigned to a specific grade level (see above section). This will allow us to more closely monitor student progress.

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer reading camps. The district coordinates with Title II and Title III to assure staff development needs are provided. ATS tutoring will continue this school year, as well as tutoring through our district Minority Achievement Office. Kindergarten through second grade were provided a Summer Reading Program on campus.

#### Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-Out Prevention programs.

#### Title II

Mini Grant money is requested and allocated through the district up to the amount of \$4000.00 to cover workshops and substitutes provided for teacher training in the new Florida Standards and the new components of the teacher evaluation system.

#### Title III

The district provides textbook and workbook materials in Spanish for our K-2 bilingual classrooms. We also receive supplementary materials to support our core curriculum in English and in Spanish, dictionaries in other languages, classroom libraries, Voyager Pasaporte and sets of books for guided reading. Imagine Learning is used with all ELL students. In order for our teachers to attend Staff

Development, money for substitutes is made available. With additional funding we also offer additional tutoring for students in our bilingual kindergarten through second grade classes, and adult English language classes for our community adult learners as permitted by the district.

Title VI, Part B

N/A to our school

Title X- Homeless

There is an appointed school contact to represent the district's homeless department who attends a yearly training. The appointed contact provides resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. We currently have homeless students on our campus; they have been identified and are being monitored by our School Guidance Counselor. They receive individual district transportation to and from school.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide before school tutoring for those student identified as needing extra help to be successful on statewide assessments.

Violence Prevention Programs

There is an appointed school-based Crisis Intervention Specialist to represent the district Psychological Crisis Team. The school offers a non-violence and anti-drug program to students which incorporates school and community agencies. The school takes part in Red Ribbon Week activities annually. The School Resource Office also assists in these areas.

Nutrition Programs

Breakfast and lunch are provided for students, including those on Free and Reduced Lunch. Snacks are provided for our in-house tutoring. All students are eligible to receive Free Breakfast every school day. Parents are reminded on a regular basis regarding these programs, and school computers are made available for them to complete online applications. Beginning this year, a dinner program will be started for those student involved in after-school activities (YMCA).

Housing Programs

N/A to our school.

Head Start

N/A to our school.

Adult Education

English Language instruction is provided if possible through a grant from Title III. Sessions are held twice weekly, taught by Wyndham Lakes teachers. "Parent University" nights are help throughout the year by all grade levels, aimed at helping parents be better able to help their children learn at home.

CTE

N/A to our school.

Job Training

N/A to our school.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Robert Shreffler	Principal
Ifedola Bryant	Teacher
Catherine Carrillo	Teacher
Nancy Pardo	Education Support Employee
MaTicka Nicholas	Teacher
Marie Dell	Parent
Ledual Santiago	Parent
Aitza Del Valle	Parent
Nelson Pena	Parent
Kanya Rivera	Parent
Kimberline Hernandez	Parent
Ada Tirado	Business/Community
Peggy Bell	Parent

### Duties

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

*Evaluation of last year's school improvement plan*

Throughout the year, SAC members review pertinent sections of the School Improvement Plan (SIP) at monthly meetings to monitor progress and suggest revisions if necessary. This is done through sharing student data on iReady and other assessments, as well as usage reports on programs being used within the school and at home.

At the first meeting this year, the SAC committee will again review last year's plan, discuss assessment results, and make suggestions for inclusion in this year's plan accordingly.

*Development of this school improvement plan*

The school principal reviewed the prior year's data and school grade with the members of the committee. They then examined the strategies in last year's SIP, looked at their effectiveness, and decided which programs should be continued and which should not, based on available data. The committee was also informed of changes in effect for the current school year, including staff changes. Teacher committees discussed barriers to the SIP goals for the 2015-16 school year during the summer.

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

The SAC Committee discusses and gives input into the school budget at monthly meetings. As the year progresses, they review results of budget decisions, and make recommendations for the following school year. They consult our annual School Effectiveness Surveys (from AdvancED for the past year) when making these decisions.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

A portion of the School Improvement funds allocated for the 2014-2015 school year was used for purchase of the Write Score assessment program. This decision was made based on our FCAT Writing scores from the 2013-14 school year, and was implemented in both fourth and fifth grades.

This program aligned with the Core Connections training our teachers received from the district. The cost of this initiative was \$10,000.

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

Yes

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

### Literacy Leadership Team (LLT)

#### Membership:

Name	Title
Carmona, Deborah	Other
Arida, Patricia	Teacher, K-12
Burke, Alyson	Teacher, K-12
Cotton, Krysti	Teacher, K-12
Gullick, Tamara	Teacher, K-12
Haynes, Kristen	Instructional Media
Herr, Debra	Other
Perez, Angel	Teacher, ESE
Rivera, Lillian	Teacher, K-12
Rivera, Vanessa	Teacher, K-12
Smith, Evelyn	Teacher, K-12
Whynock, Jenna	Teacher, K-12
Shreffler, Robert	Principal

#### Duties

##### ***Describe how the LLT promotes literacy within the school***

The LLT will provide time and opportunities for professional development for the stakeholders who are participating in the program.

The LLT will bring specific expertise to building the culture of literacy in the school.

The LLT will create a positive impact on student learning by increasing reading literacy.

Jumpstart's Read for the Record activity which will take place in October

Celebrate Literacy Month will be held in January. The Media Specialist will coordinate events with classroom teachers.

Building Better Readers Night will be held in January. A theme will be selected that lends itself to a specific type of story for students.

Dr. Seuss' Week for students K-2 as well as presenting different stories and mini-lessons during morning announcements to support reading in grade levels K-5 will be a focus. Sunshine State Young Reader's books will be read by the principal and reviewed and encouraged for students.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers on each grade level are given common planning time daily. On Tuesdays, each team meets with their designated Leadership Team member to discuss ongoing data. In addition, grade levels meet monthly with administration to review data and discuss strategies for student achievement, and weekly for lesson plan development.

Staff meetings are held twice monthly. One meeting focuses on the culture of the school and increasing student engagement, while the other is dedicated to instructional strategies. These are either whole group or Wyndham Lakes Academy sessions, where multiple topics are offered at the same time. Teachers are free to select the session most applicable to their needs, with the only requirement being that at least one teacher from each grade level be in each session.

Instructional rounds were begun last year as part of the Deliberate Practice required of teachers, allowing teachers to observe each other using various strategies. These rounds will be expanded this year.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Recruitment of New Teachers through OCPS Senior Internship Program - Hosting of senior interns (mostly through the University of Central Florida) on a regular basis; many of our teachers came to our school through this route.

Providing opportunities for leadership (OWL Program), involvement on school committees, and distributed decision making among all teaching staff.

Regular promotion of teachers to resource or administrative positions, either within the school or at other district schools.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Mentors and mentees meet on a regular basis to discuss classroom progress; whole group meetings are also held to discuss general classroom issues; mentors and mentees are matched based on grade level taught whenever possible; when not possible, mentors are chosen based on their strengths and the needs of individual mentees. Mentorship begins during pre-planning as the principal presents expectations of the school.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Our teachers have received training in using the Scope and Sequence included in the Instructional Management System provided by the district. These have been updated for the coming school year, and ongoing Professional Development will address deconstructing standards, establishing scales for learning based on the standards, and providing evidences for those scales. In addition, we have purchased the iReady and ReadyFlorida programs, which this year will include mini formative assessments.

## Instructional Strategies

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Prior year statewide assessment scores will be analyzed when available, down to the grade level and specific skills. This data will be shared with the teaching team upon release, and will form the basis of forming groups of students for small group work to start the year. From that point, ongoing Progress Monitoring is used to adjust those groups, so that they remain fluid based on the skills being taught. Those students not responding to core instruction are retaught in small groups, pulled for instruction by paraprofessionals, recommended for the various tutoring programs offered at the school, and discussed at monthly data meetings.

By looking at data from the previous year by teacher, grade level teams are aware of each other's strengths and challenges, and can learn from each other through discussion and instructional rounds.

**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:** 10,800

YMCA is our on-site, after-school provider. This year we are again a Y USA school. This program reduces the ratio of students to counselors, employs OCPS teachers as tutors and one teacher as a site coordinator. The site coordinator works with classroom teachers to provide resources and instruction to address individual needs areas in both Reading and Math. The coordinator also provides data to assess the effectiveness of the program.

### **Strategy Rationale**

By using the time after school for remedial and/or enrichment instruction, students gain valuable practice in skills and tutoring help for those needing to catch up.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Nicholas, Maticka, maticka.nicholas@ocps.net

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

Assessment data from prior years (FCAT, FAIR, Benchmarks, iReady, statewide assessments for 2014-15 when available) are gathered at the start of the program for a baseline. Ongoing progress monitoring is conducted throughout the program by analyzing benchmark and iReady data of those students involved. Final state assessment scores will serve as the post-test to evaluate the effectiveness of the program going forward.

**Strategy:** Extended School Day

**Minutes added to school year:** 1,920

Tutoring is offered through our district Minority Achievement Office. The specific program(s) offered each year depends on assessment data from the previous year. Last year, third grade Reading and fifth grade Math were offered two days each week before school.

**Strategy Rationale**

Due to our Title 1 status, and large percentage of Hispanic students, the Minority Achievement Office offers extra tutoring to help these students overcome these barriers to their learning.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Nicholas, Maticka, maticka.nicholas@ocps.net

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

Each program institutes a pre-test, ongoing Progress Monitoring throughout the length of the tutoring, and a post-test. In addition, statewide assessment results for those student involved is analyzed to evaluate the effectiveness of instruction in the program.

**Strategy:** Extended School Day

**Minutes added to school year:** 3,240

Math Morning Club is being offered to those students scoring in the lowest 25% in Math based on prior year iReady scores. Instruction will occur by current classroom teachers, Monday through Friday, before school. Students will participate in small-group activities designed to increase fluency in basic math facts and mathematical reasoning described in the Florida standards.

**Strategy Rationale**

By immediately identifying these struggling students, and starting specific remedial work with them, they should be able to improve their math scores in the current year.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Muthusami, Rebecca, rebecca.muthusami@ocps.net

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

Student selection will be based on prior year iReady scores. Instructors will progress monitor using assessments from Envision Math and GO Math, as well as current year benchmark tests.

**Strategy:** Extended School Day

**Minutes added to school year:** 1,920

Academic Tutoring Services is provided through Title 1. Instruction is targeted at our lowest 25% students in Reading. On-site coordinator is our Dean/Testing Coordinator/Parental Involvement Coordinator, and teachers are employed from within the existing faculty. Sessions will be held twice weekly before school for just over an hour. The curriculum being used is Common Core Support Coach (Triumph Learning).

### **Strategy Rationale**

These students have shown through their data to need additional support in Reading. This data will be used to target specific skills which are challenging to these students.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Nicholas, Maticka, maticka.nicholas@ocps.net

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

Students are selected based on prior year iReady scores (lowest 25% in Reading). A pre-test will be administered through the selected curriculum; progress monitoring will continue throughout the program; and a post-test will follow in February when the program ends. Student state assessment scores will also be analyzed when available in the spring.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Wyndham Lakes does not offer Pre-School services, but will begin this program in the 2016-17 school year. However, we offer feeder pre-schools visitations to Wyndham Lakes. We will also disseminate information in the community prior to Kindergarten Registration, providing dates, times, and required materials. Our school and district websites will provide information for incoming kindergarten parents. In addition, we will host a Kindergarten Orientation prior to registration in May. Counselors and administrators from the middle school are in ongoing communication with our Guidance Counselor to assist in preparing students for moving on to middle school from fifth grade. The counselors visit to meet with our fifth grade students, and assist in preparing schedules with our fifth grade teachers. Many of our fifth grade students attend a summer orientation at the middle schools.

### **College and Career Readiness**

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

To advance college and career awareness, Wyndham Lakes provides multiple exposures to college and career options for students including providing a college bound atmosphere campus wide. We also have a college shirt day monthly where staff and students are encouraged to wear collegiate apparel to bring attention and support towards college readiness. In addition, independent learning and leadership is fostered to prepare students for college and career readiness through the implementation of teacher assistants, safety patrols, and the MAGIC program.

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

To prepare our students for 21st century careers with technology and industry, Wyndham Lakes has increased access to digital curriculum and access through the use of i-Ready Reading, i-Ready Math, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Additional iPad and technology integration in the classroom is implemented to prepare 21st century learners for careers involving computers, virtual manipulatives and labs, and safe searches on the internet for research projects. Students also work with learning how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth grade students with the opportunity to learn and experience the multimedia production process.

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

Virtual manipulatives and science labs are used to expose students to technical alternatives for problem solving. In addition, we are utilizing computer based intervention and motivation programs such as i-Ready to build academic achievement and increase motivation.

***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***

The strategies implemented at Wyndham Lakes for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through Journeys, iReady, and Go Math will be used to identify deficiencies. Teachers will form fluid and strategic intervention groups to provide remediation and enrichment support starting in September and continuing throughout the school year to increase reading and math proficiency to prepare students for on grade level or above coursework in their later academic career. Another strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication. Besides strategies for instruction, recognition strategies are in place to honor academic achievement and motivate student goal setting. The quarterly honor roll award ceremonies recognize academic achievement for grades 2-5 students earning A and B letter grades. The Bridging Over Ceremony recognizes student accomplishments in elementary school and prepares them for their middle school experience by honoring students and creating a vision of learning for future years in front of their families at the middle school campus.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

### **Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

### **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:

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### **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.

### **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.

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## 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.** Teachers will use collaborative lesson planning to focus on standards-based instruction in order to improve teacher proficiency and ensure college and career readiness for our students (Division Priority: Ensure Career and College Readiness).
  
- G2.** Teachers will gain competence in rigorous, standards-based instruction and the Instructional Framework in all content areas (Division Priority: Invest in Human Capital).

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Teachers will use collaborative lesson planning to focus on standards-based instruction in order to improve teacher proficiency and ensure college and career readiness for our students (Division Priority: Ensure Career and College Readiness). 1a

G073146

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	65.0

**Resources Available to Support the Goal** 2

- Review of PLC expectations/previous trainings
- Redesign of teacher planning times

**Targeted Barriers to Achieving the Goal** 3

- Time (especially to include DQ4 elements)

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

Teachers will submit Formative Assessment data weekly, to be reviewed by the Administrative Team. Summative Assessment data will also be reviewed, as well as iReady diagnostic results.

**Person Responsible**

Robert Shreffler

**Schedule**

Weekly, from 8/24/2015 to 6/1/2016

**Evidence of Completion**

Minutes from weekly Administrative Team meetings and monthly grade level data meetings.

**G2.** Teachers will gain competence in rigorous, standards-based instruction and the Instructional Framework in all content areas (Division Priority: Invest in Human Capital). 1a

G073147

**Targets Supported** 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	36.0

**Resources Available to Support the Goal** 2

- More focused training from district over summer.
- District plan for training on deconstructing standards.
- Better knowledge of alignment between all facets of instructional framework.

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack familiarity with what rigorous instruction means and looks like in the classroom.

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

Ongoing analysis of iObservation results for instructional staff

**Person Responsible**

Robert Shreffler

**Schedule**

Weekly, from 8/31/2015 to 5/31/2016

**Evidence of Completion**

Reports from iObservation by element scored

## 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.** Teachers will use collaborative lesson planning to focus on standards-based instruction in order to improve teacher proficiency and ensure college and career readiness for our students (Division Priority: Ensure Career and College Readiness). **1**

 G073146

**G1.B2** Time (especially to include DQ4 elements) **2**

 B191078

**G1.B2.S1** Master Schedule designed according to district requirements; places Teacher Planning before instructional day, allowing professional development during Special Area blocks **4**

 S202523

### Strategy Rationale

By freeing up teachers' Special Area blocks, professional development can be presented and extra collaborative planning time provided

### Action Step 1 **5**

The Master Schedule was designed for the year, placing Teacher Planning before the instructional day begins.

#### Person Responsible

Guillermo Moreno

#### Schedule

On 7/10/2015

#### Evidence of Completion

Master Schedule approved by district

**Action Step 2** 5

The Administrative Team will monitor the implementation of the Master Schedule, assuring it is followed with fidelity by all teachers. Administrative Team members will also meet with teams for collaborative planning.

**Person Responsible**

Robert Shreffler

**Schedule**

Daily, from 8/24/2015 to 6/1/2016

***Evidence of Completion***

During daily classroom observations, Administrative Team members will document that teachers are following the Master Schedule as part of their iObservation protocol.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

The Administrative Team will document teachers following the Master Schedule during iObservation visits. They will also participate in collaborative team planning (one assigned to each team) and guide team in using time to efficiently plan.

**Person Responsible**

Robert Shreffler

**Schedule**

Daily, from 8/24/2015 to 6/1/2016

***Evidence of Completion***

Log of observations conducted by Administrative Team members; minutes from PLC collaborative planning meetings

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Administrative Team members are assigned to each grade level PLC. The job of these team members is to monitor planning and lead the team in designing lessons that include appropriate rigor and evidences (Formative Assessments) to demonstrate student mastery of the Learning Goal. The team will also monitor the results of Formative and Summative assessments to help teachers evaluate the effectiveness of instruction.

**Person Responsible**

Robert Shreffler

**Schedule**

Weekly, from 8/24/2015 to 6/1/2016

**Evidence of Completion**

Minutes from weekly grade level PLC meetings; minutes from monthly grade level data meetings; minutes from weekly Administrative Team meetings

**G2.** Teachers will gain competence in rigorous, standards-based instruction and the Instructional Framework in all content areas (Division Priority: Invest in Human Capital). 1

 G073147

**G2.B1** Teachers lack familiarity with what rigorous instruction means and looks like in the classroom. 2

 B191079

**G2.B1.S1** Professional Development will be provided by the school and the district in deconstructing standards. 4

 S202524

**Strategy Rationale**

Deconstructing standards is the first step in developing rigorous lessons and is necessary before planning rigorous, standards-based lessons for students.

**Action Step 1 5**

Professional Development will be planned for delivery throughout the school year.

**Person Responsible**

Guillermo Moreno

**Schedule**

Biweekly, from 8/31/2015 to 5/31/2016

**Evidence of Completion**

Agendas from Professional Development activities

**Action Step 2** 5

Implementation of the strategies learned in Professional Development will be monitored throughout the year.

**Person Responsible**

Robert Shreffler

**Schedule**

Daily, from 8/31/2015 to 5/31/2016

**Evidence of Completion**

Minutes from weekly Administrative Team discussions regarding classroom observation;  
iObservation results

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

The Administrative Team will provide feedback to teachers on their implementation of the strategies presented in Professional Development.

**Person Responsible**

Robert Shreffler

**Schedule**

Daily, from 8/31/2015 to 5/31/2016

**Evidence of Completion**

iObservation reports will be printed and analyzed at weekly Administrative Team meetings

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

Teacher implementation of deconstructed standards and appropriate rigor of lessons should be reflected in increased student achievement.

**Person Responsible**

Robert Shreffler

**Schedule**

Monthly, from 8/31/2015 to 5/31/2016

**Evidence of Completion**

Minutes from monthly grade level data meetings

## Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	The Master Schedule was designed for the year, placing Teacher Planning before the instructional day begins.	Moreno, Guillermo	6/15/2015	Master Schedule approved by district	7/10/2015 one-time
G2.B1.S1.A1	Professional Development will be planned for delivery throughout the school year.	Moreno, Guillermo	8/31/2015	Agendas from Professional Development activities	5/31/2016 biweekly
G1.B2.S1.A2	The Administrative Team will monitor the implementation of the Master Schedule, assuring it is followed with fidelity by all teachers. Administrative Team members will also meet with teams for collaborative planning.	Shreffler, Robert	8/24/2015	During daily classroom observations, Administrative Team members will document that teachers are following the Master Schedule as part of their iObservation protocol.	6/1/2016 daily
G2.B1.S1.A2	Implementation of the strategies learned in Professional Development will be monitored throughout the year.	Shreffler, Robert	8/31/2015	Minutes from weekly Administrative Team discussions regarding classroom observation; iObservation results	5/31/2016 daily
G1.MA1	Teachers will submit Formative Assessment data weekly, to be reviewed by the Administrative Team. Summative Assessment data will also be reviewed, as well as iReady diagnostic results.	Shreffler, Robert	8/24/2015	Minutes from weekly Administrative Team meetings and monthly grade level data meetings.	6/1/2016 weekly
G1.B2.S1.MA1	Administrative Team members are assigned to each grade level PLC. The job of these team members is to monitor planning and lead the team in designing lessons that include appropriate rigor and evidences (Formative Assessments) to demonstrate student mastery of the Learning Goal. The team will also monitor the results of Formative and Summative assessments to help teachers evaluate the effectiveness of instruction.	Shreffler, Robert	8/24/2015	Minutes from weekly grade level PLC meetings; minutes from monthly grade level data meetings; minutes from weekly Administrative Team meetings	6/1/2016 weekly
G1.B2.S1.MA1	The Administrative Team will document teachers following the Master Schedule during iObservation visits. They will also participate in collaborative team planning (one assigned to each team) and guide team in using time to efficiently plan.	Shreffler, Robert	8/24/2015	Log of observations conducted by Administrative Team members; minutes from PLC collaborative planning meetings	6/1/2016 daily
G2.MA1	Ongoing analysis of iObservation results for instructional staff	Shreffler, Robert	8/31/2015	Reports from iObservation by element scored	5/31/2016 weekly
G2.B1.S1.MA1	Teacher implementation of deconstructed standards and appropriate rigor of lessons should be reflected in increased student achievement.	Shreffler, Robert	8/31/2015	Minutes from monthly grade level data meetings	5/31/2016 monthly
G2.B1.S1.MA1	The Administrative Team will provide feedback to teachers on their implementation of the strategies presented in Professional Development.	Shreffler, Robert	8/31/2015	iObservation reports will be printed and analyzed at weekly Administrative Team meetings	5/31/2016 daily

## Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

## Professional Development Opportunities

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

**G2.** Teachers will gain competence in rigorous, standards-based instruction and the Instructional Framework in all content areas (Division Priority: Invest in Human Capital).

**G2.B1** Teachers lack familiarity with what rigorous instruction means and looks like in the classroom.

**G2.B1.S1** Professional Development will be provided by the school and the district in deconstructing standards.

### **PD Opportunity 1**

Professional Development will be planned for delivery throughout the school year.

#### **Facilitator**

Guillermo Moreno (AP)/Ifedola Bryant (CRT)/District Resource Teachers

#### **Participants**

All instructional staff

#### **Schedule**

Biweekly, from 8/31/2015 to 5/31/2016

## Technical Assistance Items

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

**G1.** Teachers will use collaborative lesson planning to focus on standards-based instruction in order to improve teacher proficiency and ensure college and career readiness for our students (Division Priority: Ensure Career and College Readiness).

**G1.B2** Time (especially to include DQ4 elements)

**G1.B2.S1** Master Schedule designed according to district requirements; places Teacher Planning before instructional day, allowing professional development during Special Area blocks

**PD Opportunity 1**

The Master Schedule was designed for the year, placing Teacher Planning before the instructional day begins.

**Facilitator**

Mary Bridges, OCPS

**Participants**

School Administration

**Schedule**

On 7/10/2015

### Budget

#### Budget Data

<b>1</b>	<b>G1.B2.S1.A1</b>	<b>The Master Schedule was designed for the year, placing Teacher Planning before the instructional day begins.</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	7000	160-Other Support Personnel	1741 - Wyndham Lakes Elementary	General Fund		\$1,500.00
<i>Notes: Registrar development of Master Schedule</i>						
<b>2</b>	<b>G1.B2.S1.A2</b>	<b>The Administrative Team will monitor the implementation of the Master Schedule, assuring it is followed with fidelity by all teachers. Administrative Team members will also meet with teams for collaborative planning.</b>				<b>\$6,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	7300	110-Administrators	1741 - Wyndham Lakes Elementary	General Fund		\$6,500.00
<i>Notes: AP monitoring of Master Schedule</i>						

<b>Budget Data</b>						
<b>3</b>	<b>G2.B1.S1.A1</b>	<b>Professional Development will be planned for delivery throughout the school year.</b>				<b>\$17,190.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5900	300-Purchased Services	1741 - Wyndham Lakes Elementary	Title I Part A		\$17,190.00
			<i>Notes: LSI Consultant</i>			
<b>4</b>	<b>G2.B1.S1.A2</b>	<b>Implementation of the strategies learned in Professional Development will be monitored throughout the year.</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	120-Classroom Teachers	1741 - Wyndham Lakes Elementary	General Fund		\$5,000.00
			<i>Notes: In-house staff development</i>			
					<b>Total:</b>	<b>\$30,190.00</b>