

Orange County Public Schools

Wyndham Lakes Elementary



2017-18 Schoolwide Improvement Plan

Wyndham Lakes Elementary

14360 WYNDHAM LAKES BLVD, Orlando, FL 32824

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	C	C*	B

**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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Wyndham Lakes Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

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

We continuously monitor the demographic makeup of our school and community. 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. Having teachers on our staff who come from most all of the countries our families come from makes it easy to build a connection and understand their needs.

b. 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, severe 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, and gymnastics. 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.

There is a fence around our campus and security cameras have been installed, raising the level of safety during our school day. Parents can only enter the building through the main office door, which is also kept locked and operated from within the front office.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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, hallways and common areas. Each grade level implements a consistent behavior policy, so that from room to room, students are working under the same expectations.

Teachers are reminded of all behavior and discipline expectations during pre-planning sessions. We review the Code of Conduct with students quarterly. Administrators become involved in behavior issues only after teachers have exhausted all other avenues.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

First, at the end of each year teachers develop class lists for the following year, identifying 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 leadership team assists the Principal and Assistant Principal in placing these students with appropriate teachers.

Our Administrators and School Psychologist are consulted for specific issues showing 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. The goal is that every child has at least one adult they feel comfortable talking to on campus.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	23	21	15	19	23	17	0	0	0	0	0	0	0	118
One or more suspensions	5	0	1	0	0	0	0	0	0	0	0	0	0	6
Course failure in ELA or Math	30	18	24	23	36	38	0	0	0	0	0	0	0	169
Level 1 on statewide assessment	0	0	0	64	35	58	0	0	0	0	0	0	0	157

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	9	7	1	22	25	34	0	0	0	0	0	0	0	98

c. 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 Assistant Principal and Staffing Specialist work 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'. Tier 2 intervention 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. iReady is used throughout the grade levels as an intervention in both ELA and Math, and will be used as a Good Cause Exemption option.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

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

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. As new businesses move into our area, we actively recruit them to play a role 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 or the OCPS Foundation to fund projects and resources.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Zizza, Margarita	Principal
Herr, Debra	Instructional Coach
Brooks, Velena	School Counselor
Bryant, Ifedola	Instructional Coach
Carmona, Deborah	Instructional Coach
Rosado, Evelyn	Instructional Coach
Mthusami, Rebecca	Instructional Coach
Puskarik, Jamie	Instructional Coach
Chin, Amanda	Assistant Principal

b. Duties

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

Principal

- Provides a common vision for the use of data based decision-making
- Ensures school resources, including but not limited to, budget, personnel, materials and supplies are maximized to achieve school improvement goals
- Ensures that the school-based team is implementing FCIM, MTSS and addressing School Improvement goals and targets
- Ensures implementation of intervention support and documentation
- Designates members of the Leadership Team as grade level liaisons and meets as a Leadership Team for collaboration

Assistant Principal:

- Ensures that the school based team is implementing MTSS and addressing goals and targets in the SIP
- Conducts assessment of MTSS skills of school staff
- Ensures implementation of intervention support and documentation
- Develops documents necessary to manage and display data that addresses goals and targets identified in the SIP
- 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

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 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

- * Provides professional development to teachers and staff regarding data management and use to drive instruction
- * Facilitates district and state assessments
- * Collaborates with staff to ensure student needs are met and SIP goals are addressed
- * Organizes teacher professional development
- * Oversees data analysis
- * Assigns mentors to new teachers and monitors the extent to which mentoring is effective
- * Coordinates tutoring services and keeps track of progress monitoring data

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
- * Oversees Kindergarten team for lesson planning and data analysis
- * ADDitions/PIE Coordinator

School Psychologist

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

Testing Coordinator/Instructional Support

- * Schedules all required testing, along with overseeing implementation and technology requirements
- * Provides behavioral support and strategies to teachers when needed
- * Oversees student discipline

Math Coach

- * Coordinates math initiatives, and provides professional development for teachers
- * Models effective math teaching
- * Oversees second grade team for lesson planning and data analysis

Reading Coach

- * Oversees interventions, including use of paraprofessionals to support teachers
- * Models effective reading teaching
- * Oversees third team for lesson planning and data analysis

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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, teachers and coaches provide 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 in both ELA and Math. Teachers will be provided continuing 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 a full time reading coach and two full time reading and a math teachers to assist in meeting small group and individual student needs.

For the 2017-18 school year, each member of the Leadership Team has been assigned to a specific grade level. This will allow us to more closely monitor student progress.

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, 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. Our school BPIE indicated a need for further Professional Development of both teaching staff and paraprofessionals in strategies associated with ELL academic needs. We will address this by offering training in-house throughout the year, provided by our CCT and Reading Coach who were trained this past summer in these strategies and approaches.

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 Staffing Specialist. They receive individual district transportation to and from school.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated 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. Snacks are provided for our in-house tutoring. All students are eligible to receive free breakfast and lunch 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 last year, a dinner program was 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

"Parent University" nights are held 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Margarita Zizza	Principal
Ifedola Bryant	Teacher
Catherine Carrillo	Teacher
Ledual Santiago	Parent
Aitza Del Valle	Parent
Kanya Rivera	Parent
Kimberline Hernandez	Parent
Kami Jensen	Parent
Naylen Carey	Parent
Breslyn Rosado	Education Support Employee
Peggy Frederique-Bell	Parent
Catalina Rodriguez	Business/Community
Fanny Pena	Teacher
Ivon Gonzalez	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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 2017-18 school year during the summer.

c. 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 two years) when making these decisions.

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Carmona, Deborah	Instructional Coach
Burke, Alyson	Teacher, K-12
Cotton, Krysti	Teacher, K-12
Harper, Marie	Instructional Media
Herr, Debra	Instructional Coach
Perez, Angel	Teacher, ESE
Rivera, Lillian	Teacher, K-12
Rivera, Vanessa	Teacher, K-12
Smith, Evelyn	Teacher, K-12
Zizza, Margarita	Principal
Chin, Amanda	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will provide time and opportunities for professional development for the stakeholders who are participating in the program. In addition, parent evening events will be sponsored to help literacy training extend into the homes of our students.

The LLT will bring specific expertise to building the culture of literacy in the school. They will use school data from assessments to determine needs for professional development.

The LLT will create a positive impact on student learning by increasing reading literacy. By sponsoring reading challenges and rewards, students will be encouraged to actively read in their lives.

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, including a Book Fair.

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. This event targets kindergarten through second grade 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 leadership team and reviewed and encouraged for students. A team of students will meet regularly to discuss these books, and take part in the district Battle of the Books at the end of the year.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 and administration to discuss ongoing data and lesson planning. In addition, grade levels meet monthly with administration to review data and discuss strategies for student achievement.

Staff meetings are held on Wednesdays. Meetings focus on the culture of the school and increasing student engagement and instructional strategies - text complexity and close read strategies. We will also be hosting our Wyndham Lakes Academy teacher led 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 will take place beginning in November 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.

2. 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.

Many teachers who leave our school for various reasons have returned to Wyndham Lakes in previous years.

3. 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 (particularly at the start of the year); 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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 and providing improved evidences for those scales. A specific focus this year will be on text complexity and close reading strategies that align with the rigor of the standards being taught. In addition, we have purchased the iReady resources in both ELA and Math.

b. Instructional Strategies

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

Prior year statewide assessment scores were analyzed during the summer, down to the grade level and specific skills. This data was shared with the teaching teams, 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 (iReady diagnostics and common assessments). Those students not responding to core instruction are retaught in small groups, pulled for instruction by coaches and paraprofessionals, recommended for the various tutoring programs offered at the school, and discussed at monthly data meetings and individual student chats.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 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. In addition, this year a teacher from our staff will supervise a computer lab after school through the YMCA for students to gain additional time on the iReady 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)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Chin, Amanda, amanda.chin@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 (FSA, MAP, iReady, statewide assessments for 2016-17) 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 for those students involved. Final state assessment scores will serve as the post-test to evaluate the effectiveness of the program going forward.

Strategy: Before School Program

Minutes added to school year: 4,140

MAO Math Acceleration Initiative

Strategy Rationale

The Acceleration Initiative focuses on students that are slightly below grade level. Third grade FSA scores can be used to identify the 4th grade students and iReady and/or MAP data can support identification of rising 3rd graders. The goal is to give targeted students the extra lift needed to obtain proficiency. In the Acceleration Initiative teachers will frontload key vocabulary and key concepts, building the students' background knowledge, to prepare them for core instruction scheduled for the following week.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Chin, Amanda, amanda.chin@ocps.net

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

Data will be collected through the MAO initiative and common assessments given in classrooms.

Strategy: Weekend Program

Minutes added to school year: 1,680

This year OCPS will fund Saturday School. Instruction is targeted for Math and Science and will target those students who scored a level 2 or above.

Strategy Rationale

Students have shown through their data to need additional support in Math and Science. iReady assessment results and Science mini benchmarks will be used to identify students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bryant, Ifedola, ifedola.bryant@ocps.net

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

A pre-test will be administered through the selected curriculum; progress monitoring will continue throughout the program; and a post test will follow in April when the program ends.

Strategy: Extended School Day

Minutes added to school year: 3,240

Math Olympics will be offered to interested students, meeting after school to mediate and enrich math skills. Students will compete at the end of the year in the district Math Olympiad.

Strategy Rationale

As STEM skills become more important, this opportunity allows interested students to further explore the use of Math in everyday life. They also learn to work together in teams as they approach the Olympiad competition.

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 student interest and prior participation. Instructors will progress monitor using assessments from Envision Math and GO Math, as well as current year benchmark tests.

Strategy: After School Program

Minutes added to school year: 6,000

The tutoring focus will be English Language Arts in grades 3-5. Resources developed by Triumph Learning have been selected. The purpose of the program is to reinforce ELA standards taught in the targeted grades. The process will include a rotation model: teacher direct instruction, small group support and centers.

Strategy Rationale

Our ELL students have shown through their data to need additional support in Reading. Our achievement gap between White and ELL is 6.3%. 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

Bryant, Ifedola, ifedola.bryant@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) and FSA assessment results. A pre-test will be administered through the selected curriculum; progress monitoring will continue throughout the program; and a post-test will follow in April when the program ends. Student state assessment scores will also be analyzed when available in the spring.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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. We will 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 and a Kindergarten Connection before school begins in the fall.

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.

b. College and Career Readiness

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

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. 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.

2. 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.

3. 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.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement in ELA, Math and Science will increase as a result of teachers' collaborative planning and the usage of consistent and effective student progress monitoring to drive instruction. (Division Priority: Narrow achievement gaps)

- G2.** Teachers and administrators will collaborate to implement rigorous, standards-based instruction through the use of complex texts and close reading strategies, leading to an increase in student achievement (Division Priority #5: Invest in Human Capital).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Student achievement in ELA, Math and Science will increase as a result of teachers' collaborative planning and the usage of consistent and effective student progress monitoring to drive instruction. (Division Priority: Narrow achievement gaps) 1a

G095103

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
FSA Mathematics Achievement	61.0
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of deep understanding of the MTSS tiers and district tracking progress.

Resources Available to Help Reduce or Eliminate the Barriers 2

- DPLC professional development.
- MTSS Flowchart, If... Then... MTSS Document, CRMs, Scope and Sequence, IFCs.

Plan to Monitor Progress Toward G1. 8

Teachers will continually update the school data spreadsheet, including information from i-Ready (diagnostics, ongoing lessons), and classroom common formative and summative assessments.

Person Responsible

Amanda Chin

Schedule

Biweekly, from 9/18/2017 to 5/30/2018

Evidence of Completion

Review of ongoing data at weekly Administrative Team meetings and with teachers at monthly grade level data meetings. Student learning plans.

G2. Teachers and administrators will collaborate to implement rigorous, standards-based instruction through the use of complex texts and close reading strategies, leading to an increase in student achievement (Division Priority #5: Invest in Human Capital). 1a

G095104

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack understanding of text complexity that align to standards-based instruction.
- Teachers lack of understanding of close read strategies to ensure standards-based instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- DPLC team meetings and training.
- Coaches, DPLC team members

Plan to Monitor Progress Toward G2. 8

Ongoing analysis of student assessment data and work samples.

Person Responsible

Margarita Zizza

Schedule

Weekly, from 9/25/2017 to 5/30/2018

Evidence of Completion

School data spreadsheet compiled by teachers throughout year, samples of student work, DPLC documentation, PLC documentation (agendas/minutes).

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. Student achievement in ELA, Math and Science will increase as a result of teachers' collaborative planning and the usage of consistent and effective student progress monitoring to drive instruction. (Division Priority: Narrow achievement gaps) 1

G095103

G1.B1 Lack of deep understanding of the MTSS tiers and district tracking progress. 2

B255961

G1.B1.S2 Through data meetings and individual student chats with teachers, we will continue to provide ongoing Professional Development for the instructional staff on the MTSS process while ensuring students' needs are being met. 4

S270536

Strategy Rationale

By increasing teacher awareness of the MTSS process, we raise the level of implementation throughout the year and insure consistency across grade levels.

Action Step 1 5

Professional Development will be embedded in data meetings and individual student chats and presented as needed to the instructional staff.

Person Responsible

Margarita Zizza

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

MTSS Coach will monitor teacher implementation of MTSS forms and procedures at ongoing MTSS meetings.

Action Step 2 5

Teachers will track students in MTSS process and discuss ongoing placement at monthly grade-level data meetings and cycled rotation of individual student chats.

Person Responsible

Margarita Zizza

Schedule

Monthly, from 9/1/2017 to 5/30/2018

Evidence of Completion

Teachers' tracking spreadsheets for student progress and student learning plans, including MTSS tier for students in Tier 2 and Tier 3.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teacher tracking spreadsheets will be continually uploaded to school SharePoint site for administrative access and monitoring.

Person Responsible

Amanda Chin

Schedule

Biweekly, from 9/1/2017 to 5/30/2018

Evidence of Completion

Administrative team will review ongoing student progress at weekly team meetings, as well as during monthly grade-level data meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Master Goal of 80% is target for students on all assessments; School Goal of 65% on FSA ELA assessment.

Person Responsible

Margarita Zizza

Schedule

Monthly, from 9/18/2017 to 5/30/2018

Evidence of Completion

Teacher spreadsheets will be checked continuously and results analyzed in weekly administrative team meetings, weekly grade-level PLC meetings, and monthly grade-level data meetings.

G2. Teachers and administrators will collaborate to implement rigorous, standards-based instruction through the use of complex texts and close reading strategies, leading to an increase in student achievement (Division Priority #5: Invest in Human Capital). 1

G095104

G2.B2 Teachers lack understanding of text complexity that align to standards-based instruction. 2

B255963

G2.B2.S1 Teachers will gain a deeper understanding of the attributes of text complexity and how aligns to standards-based instruction. 4

S270539

Strategy Rationale

By increasing teacher knowledge and understanding of the attributes of complex texts, teachers will be able to use complex texts to plan and deliver rigorous standards-based instruction.

Action Step 1 5

Attend DPLC trainings, plan PD for teachers and deliver PD based on knowledge gained at training.

Person Responsible

Margarita Zizza

Schedule

Every 6 Weeks, from 9/15/2017 to 5/31/2018

Evidence of Completion

DPLC notes, training plans.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Review of lesson plans and common assessments to ensure alignment of text complexity.

Person Responsible

Margarita Zizza

Schedule

Weekly, from 9/4/2017 to 5/30/2018

Evidence of Completion

Classroom observations and trend walks data documentation form, lesson plan review forms

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Teachers will analyze student evidence as it relates to text complexity and close read strategies.

Person Responsible

Margarita Zizza

Schedule

Every 6 Weeks, from 9/18/2017 to 5/30/2018

Evidence of Completion

Student evidence, share point data matrix.

G2.B2.S2 Teachers will gain knowledge of close read strategies to enhance delivery of instruction. 4

S270540

Strategy Rationale

Teachers will be able to incorporate close read strategies in their lessons.

Action Step 1 5

Selected teachers will attend DPLC training.

Person Responsible

Margarita Zizza

Schedule

Every 6 Weeks, from 9/15/2017 to 5/31/2018

Evidence of Completion

DPLC notes, powerpoint presentations, teacher professional notebook reflections

Action Step 2 5

Teachers who attended the DPLC will train instructional staff on close read strategies.

Person Responsible

Margarita Zizza

Schedule

Every 6 Weeks, from 9/15/2017 to 5/31/2018

Evidence of Completion

Powerpoint presentations, teacher professional notebooks, sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Instructional staff will participate in collaborative planning throughout the year.

Person Responsible

Margarita Zizza

Schedule

Biweekly, from 9/15/2017 to 5/31/2018

Evidence of Completion

Lesson plans, classroom observations, iObservation reports, Trend walks documentation

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Administrators will conduct classroom observations and trend walks with coaches and provide support as needed.

Person Responsible

Margarita Zizza

Schedule

Biweekly, from 9/15/2017 to 5/31/2018

Evidence of Completion

iObservation reports, trend walks documentation

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1  M387152	Teachers will continually update the school data spreadsheet, including information from i-Ready...	Chin, Amanda	9/18/2017	Review of ongoing data at weekly Administrative Team meetings and with teachers at monthly grade level data meetings. Student learning plans.	5/30/2018 biweekly
G2.MA1  M387159	Ongoing analysis of student assessment data and work samples.	Zizza, Margarita	9/25/2017	School data spreadsheet compiled by teachers throughout year, samples of student work, DPLC documentation, PLC documentation (agendas/minutes).	5/30/2018 weekly
G2.B2.S1.MA1  M387155	Teachers will analyze student evidence as it relates to text complexity and close read strategies.	Zizza, Margarita	9/18/2017	Student evidence, share point data matrix.	5/30/2018 every-6-weeks
G2.B2.S1.MA1  M387156	Review of lesson plans and common assessments to ensure alignment of text complexity.	Zizza, Margarita	9/4/2017	Classroom observations and trend walks data documentation form, lesson plan review forms	5/30/2018 weekly
G1.B1.S2.MA1  M387150	Master Goal of 80% is target for students on all assessments; School Goal of 65% on FSA ELA...	Zizza, Margarita	9/18/2017	Teacher spreadsheets will be checked continuously and results analyzed in weekly administrative team meetings, weekly grade-level PLC meetings, and monthly grade-level data meetings.	5/30/2018 monthly
G1.B1.S2.MA1  M387151	Teacher tracking spreadsheets will be continually uploaded to school SharePoint site for...	Chin, Amanda	9/1/2017	Administrative team will review ongoing student progress at weekly team meetings, as well as during monthly grade-level data meetings.	5/30/2018 biweekly
G1.B1.S2.A1  A362318	Professional Development will be embedded in data meetings and individual student chats and...	Zizza, Margarita	8/14/2017	MTSS Coach will monitor teacher implementation of MTSS forms and procedures at ongoing MTSS meetings.	5/30/2018 monthly
G1.B1.S2.A2  A362319	Teachers will track students in MTSS process and discuss ongoing placement at monthly grade-level...	Zizza, Margarita	9/1/2017	Teachers' tracking spreadsheets for student progress and student learning plans, including MTSS tier for students in Tier 2 and Tier 3.	5/30/2018 monthly
G2.B2.S1.A1  A362322	Attend DPLC trainings, plan PD for teachers and deliver PD based on knowledge gained at training.	Zizza, Margarita	9/15/2017	DPLC notes, training plans.	5/31/2018 every-6-weeks
G2.B2.S2.MA1  M387157	Administrators will conduct classroom observations and trend walks with coaches and provide support...	Zizza, Margarita	9/15/2017	iObservation reports, trend walks documentation	5/31/2018 biweekly
G2.B2.S2.MA1  M387158	Instructional staff will participate in collaborative planning throughout the year.	Zizza, Margarita	9/15/2017	Lesson plans, classroom observations, iObservation reports, Trend walks documentation	5/31/2018 biweekly
G2.B2.S2.A1  A362323	Selected teachers will attend DPLC training.	Zizza, Margarita	9/15/2017	DPLC notes, powerpoint presentations, teacher professional notebook reflections	5/31/2018 every-6-weeks
G2.B2.S2.A2  A362324	Teachers who attended the DPLC will train instructional staff on close read strategies.	Zizza, Margarita	9/15/2017	Powerpoint presentations, teacher professional notebooks, sign in sheets	5/31/2018 every-6-weeks

V. Professional Development Opportunities

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

G1. Student achievement in ELA, Math and Science will increase as a result of teachers' collaborative planning and the usage of consistent and effective student progress monitoring to drive instruction. (Division Priority: Narrow achievement gaps)

G1.B1 Lack of deep understanding of the MTSS tiers and district tracking progress.

G1.B1.S2 Through data meetings and individual student chats with teachers, we will continue to provide ongoing Professional Development for the instructional staff on the MTSS process while ensuring students' needs are being met.

PD Opportunity 1

Professional Development will be embedded in data meetings and individual student chats and presented as needed to the instructional staff.

Facilitator

Debra Herr, MTSS Coach and Deborah Carmona, Reading Coach

Participants

Instructional Staff

Schedule

Monthly, from 8/14/2017 to 5/30/2018

G2. Teachers and administrators will collaborate to implement rigorous, standards-based instruction through the use of complex texts and close reading strategies, leading to an increase in student achievement (Division Priority #5: Invest in Human Capital).

G2.B2 Teachers lack understanding of text complexity that align to standards-based instruction.

G2.B2.S1 Teachers will gain a deeper understanding of the attributes of text complexity and how aligns to standards-based instruction.

PD Opportunity 1

Attend DPLC trainings, plan PD for teachers and deliver PD based on knowledge gained at training.

Facilitator

DPLC grade level members

Participants

Instructional staff

Schedule

Every 6 Weeks, from 9/15/2017 to 5/31/2018

G2.B2.S2 Teachers will gain knowledge of close read strategies to enhance delivery of instruction.

PD Opportunity 1

Selected teachers will attend DPLC training.

Facilitator

DPLC team

Participants

Instructional Staff

Schedule

Every 6 Weeks, from 9/15/2017 to 5/31/2018

PD Opportunity 2

Teachers who attended the DPLC wil train instructional staff on close read strategies.

Facilitator

DPLC Team Leads

Participants

Instructional Staff

Schedule

Every 6 Weeks, from 9/15/2017 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S2.A1	Professional Development will be embedded in data meetings and individual student chats and presented as needed to the instructional staff.				\$64,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	1741 - Wyndham Lakes Elementary	General Fund		\$64,000.00
2	G1.B1.S2.A2	Teachers will track students in MTSS process and discuss ongoing placement at monthly grade-level data meetings and cycled rotation of individual student chats.				\$0.00
3	G2.B2.S1.A1	Attend DPLC trainings, plan PD for teachers and deliver PD based on knowledge gained at training.				\$0.00
4	G2.B2.S2.A1	Selected teachers will attend DPLC training.				\$0.00
5	G2.B2.S2.A2	Teachers who attended the DPLC wil train instructional staff on close read strategies.				\$0.00
Total:						\$64,000.00