

Orange County Public Schools

Wyndham Lakes Elementary



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	21
Positive Culture & Environment	27
Budget to Support Goals	28

Wyndham Lakes Elementary

14360 WYNDHAM LAKES BLVD, Orlando, FL 32824

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

Demographics

Principal: Margarita Zizza

Start Date for this Principal: 7/16/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: B (56%) 2016-17: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents	
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	28

Wyndham Lakes Elementary

14360 WYNDHAM LAKES BLVD, Orlando, FL 32824

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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SIP Authority

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Zizza, Margarita	Principal	<p>The principal's role is to provide strategic direction in the school system to ensure the mission and vision of OCPS are enacted daily. The principal serves as the instructional leader and is the primary source of Professional Development. The principal also monitors distribution of leadership roles and addresses the needs of the students, parents, and local stakeholders</p> <ul style="list-style-type: none"> * 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
Johnson, Jennifer	Instructional Coach	<p>The role of the coach is to build teacher capacity and their understanding of instructional practices. The instructional coach facilitates PLC meetings and assists teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students. They also Informally observe (non-evaluative) lessons and provide feedback for a teacher's professional growth and students' success, in addition to modeling lessons.</p> <ul style="list-style-type: none"> * Organizes and provides professional development to teachers and staff regarding data management and use to drive instruction * Collaborates with staff to ensure student needs are met and SIP goals are addressed * Oversees data analysis * Ensures fidelity of core reading instruction and provides PD if needed. * Coordinates and keeps track of professional development points * Assigns mentors to new teachers and monitors the extent to which mentoring is effective * Supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans that address goals identified in the SIP
Guettler, Cara	Curriculum Resource Teacher	<ul style="list-style-type: none"> * Schedules all required testing, along with overseeing implementation and technology requirements * Coordinates tutoring services and keeps track of progress monitoring data * Supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans that address goals identified in the SIP
Puskarik, Jamie	Staffing Specialist	<ul style="list-style-type: none"> * Supports our ASD and ESE population and ensures best practices are in place for our scholars. * Documents intervention and provides follow-up to ensure student success * Facilitates and supports data collection activities * Assists in data analysis * Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * Collaborates with staff to ensure student needs are met and SIP goals are addressed
Rosado, Evelyn	ELL Compliance Specialist	<p>The Curriculum Compliance Teacher facilitates and monitors services for ELLs and organizes the Multicultural Parent Leadership Council (MPLC) meetings. The CCT also assists teachers in implementing instructional strategies and monitors the effectiveness of those strategies</p> <ul style="list-style-type: none"> * Maintains ESOL compliance * Oversees bilingual program * Assists in data analysis * Shares best instructional practices for our ELL population * ADDitions/PIE Coordinator * Community relations
Brooks, Velena	School Counselor	<ul style="list-style-type: none"> * Oversees Culturally Responsive activities at the school level * Provide support for healthy emotional and social development strategies and programs * Facilitates and support data collection activities * Collaborates with staff to ensure student needs are met and SIP goals are addressed * Supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans that address goals identified in the SIP
Ward, Christina	Behavior Specialist	<p>The Behavior Specialist determines functional behavior capabilities of students in the classroom and home to design behavioral interventions. The Behavior Specialist coordinates between teachers, parents and students to develop behavior interventions and resolve issues. The Behavior Specialist also assists students to determine inappropriate behavior and develop appropriate actions for good interpersonal skills, in addition to overseeing the PBS system.</p> <ul style="list-style-type: none"> * Provides behavioral support and strategies to teachers when needed * Supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans that address goals identified in the SIP
Thomareas, Michele	Other	<p>Facilitates the process of building consensus and increasing infrastructure to support a school-wide implementation of MTSS</p> <ul style="list-style-type: none"> * Facilitates MTSS Team meetings that are focused on the problem-solving process to address the needs of all learners * 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 Tier 2 intervention and provides PD if needed * Plans and implements Tier 3 interventions * Assists teachers with progress monitoring, data collection and graphing * Attends monthly grade level data meetings to address the needs of the school, small groups of learners, and individual learners

Name	Position Title	Job Duties and Responsibilities
		* Coaches teachers in the use of the problem solving process, ongoing progress monitoring, differentiated instruction, and intervention planning and implementation
	Assistant Principal	<p>The Assistant Principal serves as an instructional leader, oversees facility management, and maintains behavioral expectations.</p> <ul style="list-style-type: none"> * 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 * Monitors subgroups progress and keeps track of data collection * 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 * Oversees Culturally Responsive activities at the school level
Martin, Valerie	Instructional Media	* Supports and oversees the implementation of one to one devices and digital learning

Demographic Information

Principal start date

Friday 7/16/2021, Margarita Zizza

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

66

Total number of students enrolled at the school

942

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	24	152	148	173	137	193	0	0	0	0	0	0	0	827
Attendance below 90 percent	14	33	27	30	27	32	0	0	0	0	0	0	0	163
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	5	8	23	0	0	0	0	0	0	0	36
Course failure in Math	0	0	0	3	11	16	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	5	8	23	0	0	0	0	0	0	0	36

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	5	5	11	13	23	0	0	0	0	0	0	0	60

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	0	1	2	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 6/8/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	29	160	154	153	202	162	0	0	0	0	0	0	0	860
Attendance below 90 percent	11	25	24	17	14	14	0	0	0	0	0	0	0	105
One or more suspensions	0	0	3	2	1	4	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	0	12	24	15	0	0	0	0	0	0	0	51
Course failure in Math	0	0	0	14	18	24	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	26	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	30	0	0	0	0	0	0	0	34

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	10	16	29	0	0	0	0	0	0	0	56

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	29	160	154	153	202	162	0	0	0	0	0	0	0	860
Attendance below 90 percent	11	25	24	17	14	14	0	0	0	0	0	0	0	105
One or more suspensions	0	0	3	2	1	4	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	0	12	24	15	0	0	0	0	0	0	0	51
Course failure in Math	0	0	0	14	18	24	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	26	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	30	0	0	0	0	0	0	0	34

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	10	16	29	0	0	0	0	0	0	0	56

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	2	0	1	2	1	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				57%	57%	57%	60%	56%	56%
ELA Learning Gains				59%	58%	58%	59%	55%	55%
ELA Lowest 25th Percentile				51%	52%	53%	56%	48%	48%
Math Achievement				53%	63%	63%	64%	63%	62%
Math Learning Gains				47%	61%	62%	53%	57%	59%
Math Lowest 25th Percentile				29%	48%	51%	38%	46%	47%
Science Achievement				52%	56%	53%	59%	55%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	55%	1%	58%	-2%
Cohort Comparison						
04	2021					
	2019	57%	57%	0%	58%	-1%
Cohort Comparison		-56%				
05	2021					
	2019	49%	54%	-5%	56%	-7%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	62%	-5%	62%	-5%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	49%	63%	-14%	64%	-15%
Cohort Comparison		-57%				
05	2021					
	2019	47%	57%	-10%	60%	-13%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	49%	54%	-5%	53%	-4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

IReady BOY, MOY and EOY data for Reading and Math and PMA Science Data for Science.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	33%	46%
	Economically Disadvantaged	3%	1%	3%
	Students With Disabilities	0	0	6%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27%	34%	41%
	Economically Disadvantaged	5%	9%	1%
	Students With Disabilities	0	6%	0
	English Language Learners	0	5%	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	27%	34%	41%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19%	38%	45%
	Economically Disadvantaged	9%	24%	30%
	Students With Disabilities	0	0	29%
	English Language Learners	2%	8%	16%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7%	26%	42%
	Economically Disadvantaged	8%	0	14%
	Students With Disabilities	0	0	14%
	English Language Learners	6%	0	10%
	Number/% Proficiency	Fall	Winter	Spring
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24%	43%	48%
	Economically Disadvantaged	38%	50%	55%
	Students With Disabilities	0	7%	15%
	English Language Learners	18%	32%	43%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6%	15%	36%
	Economically Disadvantaged	35%	18%	53%
	Students With Disabilities	0	0	15%
	English Language Learners	23%	8%	40%
	Number/% Proficiency	Fall	Winter	Spring

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17%	30%	37%
	Economically Disadvantaged	28%	40%	49%
	Students With Disabilities	14%	18%	18%
	English Language Learners	21%	35%	42%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9%	17%	39%
	Economically Disadvantaged	17%	3%	40%
	Students With Disabilities	9%	4%	18%
	English Language Learners	19%	10%	39%
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14%	20%	26%
	Economically Disadvantaged	32%	50%	49%
	Students With Disabilities	0	8%	26%
	English Language Learners	26%	33%	37%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10%	19%	35%
	Economically Disadvantaged	12%	21%	47%
	Students With Disabilities	4%	4%	13%
	English Language Learners	7%	19%	39%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	44%	57%	51%
	Economically Disadvantaged	39%	44%	44%
	Students With Disabilities	4%	4%	4%
	English Language Learners	15%	33%	35%
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	15	33	31	29	53	45	19				
ELL	50	56	44	49	51	47	40				
ASN	87			96							
BLK	58	57		54	64		25				
HSP	61	66	35	57	59	50	52				
WHT	54	20		63	50		58				
FRL	57	61	43	52	58	60	49				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	31	30	19	27	20	35				
ELL	48	50	49	49	49	27	46				
ASN	79	67		68	50						
BLK	55	61		52	37	8	54				
HSP	56	59	52	54	49	31	50				
WHT	55	52		46	41		56				
FRL	51	58	56	44	44	28	45				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	71	67	29	46	30					
ELL	48	58	49	52	52	29	28				
ASN	71	87		81	67		70				
BLK	56	61	64	62	49	33	50				
HSP	61	59	53	65	52	38	60				
WHT	56	48		54	60		50				
FRL	60	59	56	64	53	38	59				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	436

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	92
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Learning gains at Wyndham Lakes Elementary continue to be low in general across our subgroups specifically in our K, 1 and 2 grade scholars with our ELL and ED subgroups making minimal to no progress as it is seen in our iReady BOY and EOY data.

Based on our EOY overall iReady data, one area that has consistently been an area of need is vocabulary and comprehension of informational text. We have 38% of our scholars school wide showing to be on grade level in the area of vocabulary and 41% in Comprehension of Informational Text.

Math is also an area that is consistently lower than reading school wide. The only domain that is above the 50% mark is Measurement and Data (52%) while the others are below; Number and Operations (46%), Algebraic Thinking (45%) and Geometry (47%).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Math continues to be an area in need of improvement based on our iReady data and our 2019 state assessment data. The learning gains component for Math had the lowest performance for the 2018-2019 school year.

Historically, learning gains have always been a low scoring area. When looking at specific subgroups,

the ESE subgroup did not meet ESSA requirements for the 2018-2019 school year.

When looking at our EOY iReady data for the 2020-21 school year, our bottom 25% struggled with Algebraic Thinking with only 6/36 (16%) scholars scoring on grade level and 14/36 scholars showing growth on the iReady diagnostic.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

ELA Achievement is one of our weakest areas because many of our students are lacking the foundation skills in the English Language. Our population consists of English Language learners that need to be provided with comprehensible input and targeted instruction to demonstrate mastery. Our data demonstrates that our students are struggling with phonics, vocabulary, Integration of Knowledge & Ideas, and Key Ideas & Details.

Some contributing factors to this performance include ineffective use of data to systematically drive and modify instruction at Tier 1 level. Another contributing factor this particular year was the amount of scholars participating virtually through our LaunchED@Home platform and the challenges it presented as one to one support and small group instruction looked very different across our classrooms.

We will focus on incorporating reading strategies, thinking maps, and small group instruction to make concepts comprehensible and provide targeted instruction. Teachers were also encouraged to utilize manipulatives and emulate the flipped classroom approach to reduce teacher talk and involve students in interactive activities.

The new actions that will need to be taken to address this need for improvement would be -

- Providing PD and time for safe practice for our teachers to do small group instruction in Math and ELA.
- Monitoring and guiding planning for differentiated instruction.
- Monitoring the outcomes of the lessons for our subgroups in Math and ELA.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our overall ELA learning gains did stay the same at 59% from 2018 to 2019. Our EOY iReady data for the 2020-21 school year shows improvements from BOY to EOY in the domains of vocabulary (24% to 39%), reading literature (31% to 48%) and informational text (27% to 41%). No FSA data component showed an increase from the 2018 administration to the 2019 administration.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors to the improvement in iReady data included the implementation of instructional reading strategies, use of task cards, use of the iReady program, Rally Practice books and ensuring task alignment to the standards.

These actions are being continued for the 2021-2022 school year. Additional action steps include teachers' continuous implementation of instructional reading strategies, TDQs, task cards and daily small group instruction.

What strategies will need to be implemented in order to accelerate learning?

The following actions will be used to accelerate learning:

- Continue to work on strengthening Tier 1 instruction in order to decrease Tier 1 and 3 learning gaps

with consistent monitoring of standards based instruction aligned to student tasks

- Ensure teachers are teaching appropriate grade level content with scaffolding questions to support scholars in closing learning gaps
- Monitor learner outcomes with a focus on our bottom 25% to continue increasing learning gains in ELA and Math
- Focus on creating awareness of Best practices and strategies to ensure increases in learning gains of our SWD subgroup

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities that will be provided at the school level to support our teachers will be:

- Vocabulary strategies and best practices
- Acceleration - how to implement frontloading strategies in classrooms to accelerate learning
- Effective small group instruction
- Training in the implementation of the BEST standards
- Building capacity in teachers to make content comprehensible for our ELL students.
- Enhance Instructional Strategies – teachers will focus on monitoring and accountable talk, minimizing teacher talk (flipped classroom approach), incorporating group projects/ activities, scaffolding/chunking information and providing accountability for centers.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Ensuring that teachers are effectively implementing our school initiatives to narrow the gap and increase proficiency is a main focus for the 2021-2022 school year. These initiatives include centers for acceleration/enrichment, trailing/current standards, and writing/vocabulary, Thinking Maps across content areas, Targeted Interventions, Kagan Strategies, Interactive Academic Vocabulary Walls and the implementation of effective ESOL strategies will be utilized as well.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	To increase learning gains in Reading and Math by focusing on deepening teacher knowledge of rigorous, standards based instructional practices, small group instruction, and the role that common assessments and data play in order to accelerate student performance and increase proficiency with all of our students and subgroups with a focus on our SWD subgroup. (Division Priority #1: Accelerate Student Performance: Division Priority #2: Narrow Achievement Gaps)
Measurable Outcome:	Increase ELA and Math student proficiency by 3% and close achievement gaps within our subgroups.
Monitoring:	We will continue to monitor the effectiveness of our instruction with our common assessment data, iReady data and classroom walkthrough data.
Person responsible for monitoring outcome:	Margarita Zizza (margarita.zizza@ocps.net)
Evidence-based Strategy:	-Standards Based Instruction alignment to student task -Effective Use of Common Assessment Data
Rationale for Evidence-based Strategy:	Standards Based Instruction- *A classroom where teachers and students have a clear understanding of the expectations (standards). They know what they are teaching/learning each day (standards), why the day's learning is an important thing to know or know how to do (relevance), and how to do it (process). -Effective Use of Common Assessment Data- *Data systems allow for the collection, interpretation, and use of student data to identify which students are at risk for difficulties and provide more intense instruction to those students that are identified.

Action Steps to Implement

Administrators will conduct coaching and classroom observations to ensure tasks and standards are aligned and provide support as needed. (Principal, Assistant Principal: August 2021- May 2022)

Person Responsible Margarita Zizza (margarita.zizza@ocps.net)

Examination of Collaborative Planning agendas, common assessments and teacher delivery of instruction to ensure alignment of common assessments to the intent and rigor of the Florida Standards. (Principal, Assistant Principal, Coaches, All teachers K-5: August 2021- May 2022)

Person Responsible Jennifer Johnson (jennifer.johnson@ocps.net)

ELA and Math common assessment data will be used to identify trends and create instructional groups for reteach/intervention and enrichment. (Principal, Assistant Principal, Coaches, All Teachers K-5: September 2021- May 2022)

Person Responsible Michele Thomareas (michele.thomareas@ocps.net)

BPIE indicators will be prioritized and instructional strategies and best practices will be shared with teachers. (Principal, Assistant Principal, Coaches: August 2021- May 2022)

BPIE Indicator 1 - (analyze data to identify barriers and initiate steps for improvement)

BPIE Indicator 20 - (MTSS and problem-solving process)

Person Responsible Jamie Puskarik (jamie.puskarik@ocps.net)

Paraprofessional and Resource teachers will push in for support of our lowest 25% during ELA, Math and Intervention on a regular basis. (August 2021- May 2022– Paraprofessionals, Coaches, Admin)

Person Responsible Michele Thomareas (michele.thomareas@ocps.net)

Include in the bell schedule time for acceleration in grades 3, 4 and 5 and coordinate with teachers and resource staff the delivery of instruction, including resources to be used, during this time.

Person Responsible Margarita Zizza (margarita.zizza@ocps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Build and establish a culture for social and emotional learning at our school with adults and students.

Area of Focus Description and Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs of having the right strategies and tools to foster a supportive environment where staff and students feel safe to reflect and engage in positive interactions. By providing staff, scholars and community with effective and specific strategies to develop resilient learners through Social and Emotional Learning, a positive impact in our culture and climate will give rise to an increase in achievement for our scholars.

Measurable Outcome: Cognia survey data from students will show a 3% increase in the overall average score when compared to the previous year's overall average score.

Monitoring: Our school will monitor and measure the impact of our implemented professional learning through analysis of Early Warning Indicators, discipline/SESSIR data, culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.

Person responsible for monitoring outcome: Margarita Zizza (margarita.zizza@ocps.net)

Evidence-based Strategy: Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students.

Rationale for Evidence-based Strategy: In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change.

Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

Use cycles of professional learning that integrate academics and social and emotional learning and monitor, measure, and modify cycles of professional learning that support data-based instructional decisions that enhance school improvement efforts.

Person Responsible Velenia Brooks (velena.brooks@ocps.net)

Establish a common language to support a culture of social and emotional learning at your school with adults and students.

Person Responsible Velenia Brooks (velena.brooks@ocps.net)

Determine relevant strategies to strengthen team dynamics and collaboration across the school in order to understand how social and emotional learning is connected to instructional strategies.

Person Responsible Jennifer Johnson (jennifer.johnson@ocps.net)

Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture.

Person Responsible Velenia Brooks (velenia.brooks@ocps.net)

Continue implementation of calm areas in classrooms as well as provide professional development in the zones of regulations.

Person Responsible Christina Ward (christina.ward@ocps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Wyndham Lakes Elementary School is ranked 1307 out of 1,395 schools statewide and 96/126 schools in Orange County for incidents that occur on campus. There are three categories for incidents that may occur at schools. These categories include: Violent incidents, Property incidents and Drug/Public Order incidents.

Our 2019-2020 discipline data shows 37 violent incidents which converts to 3.7 percent.

Wyndham Lakes has a ranking of high for the incidents that occurred in 2019-2020. These incidents are classified as Threats to a Person (12), Physical Aggression (14) and Fighting (2). There were 11 in school suspensions and 17 out of school suspensions.

For the 2020-2021 school year, Wyndham Lakes saw a significant decrease in discipline infractions with 0 Threats to a Person, 3 Physical Aggressions and 0 Fighting incidents. While we had 1/3 of our scholars on distance learning at home, we had 650 scholars on campus. Our suspensions decreased as well with 5 in school suspensions and 2 out of school suspensions.

During the 2020-2021 school year, Wyndham Lakes implemented different strategies to ensure our scholars' social and emotional wellbeing was addressed. Some of these strategies are:

- Creation of Harmony goals schoolwide and in classrooms**
- Class meetings**
- Creation and implementation of a calm area in classrooms to allow scholars to reflect on their emotions**

For the 2021-2022 school year, one main area of concern is intimidations/threats and physical attacks on scholars.

We will continue to promote a school culture and environment where our scholars and staff wellbeing will be in the forefront by continuing implementation of strategies above as well as -

- Focus areas - Implement Calm areas and Harmony goals schoolwide**
- Follow up PD Zones of Regulation**
- Implementation of round tables to tackle diversity**
- Prioritizing time for SEL instruction with students.**
- Ensuring the classroom community supports, honors, and explores the cultural assets, contributions, backgrounds, and needs of everyone.**
- Monitoring that classroom routines provide opportunities to practice recognizing and regulating emotions.**

We will continue to monitor our discipline data regularly as well as conduct classroom walk throughs to ensure implementation of social emotional learning (SEL) strategies are in place.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Students who exhibit signs of social-emotional stress are referred to the school counselor for counseling. In some instances, students require additional services that the school is not able to provide and are referred to outside counseling services that are better able to serve them and meet their individual needs both at the school and in the home environment. The counselor and ESE teachers also teach social-emotional skills to small groups of children during the school day.

The Threat Assessment team meets monthly to monitor and provide support to students who have shown signs of distress as well as making sure they are provided with additional services if needed.

Establishing and maintaining positive relationships with families is essential to student academic performance and overall school improvement.

Wyndham Lakes Elementary is fortunate to have a high level of family involvement with our Parent Teacher Organization (PTO) , during evening events and with volunteers during the school day.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The principal provides important information via the School Messenger email and phone message system as required and/or necessary for parents. The school website is updated regularly to assist with maintaining school and home communication as well as to share information about upcoming events.

Parents are encouraged to become ADDitions volunteers so that they can assist in the classroom and attend field trips. Parents are provided opportunities to become involved in their child's academic education. Our volunteers assist teachers within the classroom, work with individual students or small groups, promote school spirit, and provide support in other areas of the school where there is a need. Parent information nights for specific content areas, Florida Standards Assessment (FSA) testing are opportunities for parents to help their children find success through partnership with the school.

Parents are invited and encouraged to attend all meetings that pertain to their child's education, such as PTO, School Advisory Council (SAC), Exceptional Student Education (ESE), MPLC, parent/teacher conferences and any individual meetings scheduled to support the academic and/or behavior placements. Parents provide input on BPIE Assessment results.

Parents are invited to MTSS Tier 3 meetings, as well as, the school communicating Tier 2. The school

provides training to the faculty and staff on SEL strategies and will be providing training on trauma-informed. A social worker is available for home visits to make sure families have support at home when needed. Mentors and volunteers are recruited to help provide students with positive role models. In addition, through the multi tier support system for behavior, teachers are met with and provided strategies to help build trusting relationships.

We have a Chess club, Battle of the Books club, and Art club to add further options for students to be self expressive and build individual confidence.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$70,717.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		120-Classroom Teachers	1741 - Wyndham Lakes Elementary	General Fund		\$70,717.00
			<i>Notes: MTSS and Intervention Coach to support Tier 3 scholars.</i>			
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$70,717.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		160-Other Support Personnel	1741 - Wyndham Lakes Elementary	General Fund		\$70,717.00
			<i>Notes: Guidance Counselor</i>			
Total:						\$141,434.00