

Orange County Public Schools

Wyndham Lakes Elementary



2022-23 Schoolwide Improvement Plan

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Wyndham Lakes Elementary

14360 WYNDHAM LAKES BLVD, Orlando, FL 32824

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

Demographics

Principal: Margarita Zizza

Start Date for this Principal: 6/5/2017

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (55%) 2018-19: C (50%) 2017-18: B (56%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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.

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	88%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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Purpose and Outline of the SIP

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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
Brooks, Vlena	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

Name	Position Title	Job Duties and Responsibilities
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
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 * Collaborates with staff to ensure student needs are met and SIP goals are addressed
Harper, Marie	Instructional Media	<ul style="list-style-type: none"> * Supports and oversees the implementation of one to one devices and digital learning
Vidal Llado, Michelle	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
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

Name	Position Title	Job Duties and Responsibilities
		* Supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans that address goals identified in the SIP
Thomareas, Michele	Teacher, K-12	<p>Facilitates the process of building consensus and increasing infrastructure to support a school-wide implementation of MTSS</p> <p>* Facilitates MTSS Team meetings that are focused on the problem-solving process to address the needs of all learners</p> <p>* Maintains a log of all Tier 2 and Tier 3 students</p> <p>* Presents data with classroom teacher at MTSS parent meetings for individual students</p> <p>* Ensures fidelity of Tier 2 intervention and provides PD if needed</p> <p>* Plans and implements Tier 3 interventions</p> <p>* Assists teachers with progress monitoring, data collection and graphing</p> <p>* Attends monthly grade level data meetings to address the needs of the school, small groups of learners, and individual learners</p> <p>* Coaches teachers in the use of the problem solving process, ongoing progress monitoring, differentiated instruction, and intervention planning and implementation</p>

Demographic Information

Principal start date

Monday 6/5/2017, Margarita Zizza

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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

37

Total number of students enrolled at the school

583

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	17	94	94	96	89	107	0	0	0	0	0	0	0	497	
Attendance below 90 percent	8	36	35	34	20	22	0	0	0	0	0	0	0	155	
One or more suspensions	0	0	0	0	4	0	0	0	0	0	0	0	0	4	
Course failure in ELA	0	0	0	1	1	4	0	0	0	0	0	0	0	6	
Course failure in Math	0	0	0	2	0	1	0	0	0	0	0	0	0	3	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	20	26	0	0	0	0	0	0	0	48	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	17	20	0	0	0	0	0	0	0	38	
Number of students with a substantial reading deficiency	0	0	0	0	5	8	0	0	0	0	0	0	0	13	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	14	19	0	0	0	0	0	0	0	35

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 6/28/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%	56%	56%				57%	57%	57%
ELA Learning Gains	63%						59%	58%	58%
ELA Lowest 25th Percentile	40%						51%	52%	53%
Math Achievement	63%	46%	50%				53%	63%	63%
Math Learning Gains	65%						47%	61%	62%
Math Lowest 25th Percentile	43%						29%	48%	51%
Science Achievement	51%	61%	59%				52%	56%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	55%	1%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	57%	57%	0%	58%	-1%
Cohort Comparison		-56%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	49%	54%	-5%	56%	-7%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	57%	62%	-5%	62%	-5%
Cohort Comparison		0%				
04	2022					
	2019	49%	63%	-14%	64%	-15%
Cohort Comparison		-57%				
05	2022					
	2019	47%	57%	-10%	60%	-13%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	54%	-5%	53%	-4%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	12	30	22	20	36	32	25				
ELL	47	59	39	58	64	53	35				
ASN	96	91		92	85		80				
BLK	49	57	48	56	62	44	43				
HSP	60	64	35	62	66	43	52				
WHT	60	63	50	66	54		41				
FRL	51	61	42	52	64	42	39				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	56
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	60
Total Points Earned for the Federal Index	445
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

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 34% of our scholars school wide showing to be on grade level in the area of vocabulary and 39% in Comprehension of Informational Text. Math is also an area that is consistently lower than reading school wide. All of our current math domains are below the 50% mark. Measurement and Data (49%) while the others are below; Number and Operations (42%), Algebraic Thinking (42%) and Geometry (41%).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Math and ELA continue to need improvement based on our iReady data and our 2022 state assessment data. The learning gains for our lowest 25% component for Math and ELA had the lowest performance for the 2022-2023 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 2022-2023 school year. When looking at our EOY iReady data for the 2021-22 school year, our bottom 25% struggled in ELA with Vocabulary and Comprehension of Informational Text. When looking at our EOY iReady data for the 2021-22 school year, our bottom 25% struggled in Math with Algebraic Thinking, Number Operations, and Geometry.

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 areas to improve upon because many of our students lack foundational skills such as phonics and vocabulary in the English language. Our population consists of English Language learners that need support in comprehension and targeted instruction in order to develop English Language mastery. Some contributing factors to this performance include ineffective use of data to systematically drive modify instruction at Tier 1 level.

We will focus on incorporating reading strategies, thinking maps, and small group instruction to make concepts comprehensible and provide targeted instruction. Teachers are also encouraged to utilize manipulatives, classroom labeling, modeling and verbal repetition, as well as student academic discussions 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 practice for our teachers to do small group instruction in Math and ELA.
- Providing guidance with new curriculum materials to be intentionally used for the purpose of differentiated small group instruction in the classrooms.
- 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 2022 state assessments, showed the most improvement?

Our overall ELA learning gains increased to 60% in 2022. Our FSA data for the 2021-2022 school year shows improvements in both ELA and Math. ELA gains at 63% and Math gains at 65%.

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

Contributing factors to the improvement in FSA data included the implementation of instructional reading strategies, use of task cards, use of the iReady program, use of more intentional small group instruction, Rally Practice books and ensuring task alignment to the standards. These actions are being continued for the 2022-2023 school year with the implementation of the new curriculum. Additional action steps include teachers' continuous implementation of instructional reading strategies, TDQs, task cards and daily small group instruction, as well as enrichment/intervention groups to target needs in skills requiring mastery.

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 both ELA and Math.
- Focus on creating awareness of Best practices and strategies to ensure increases in learning gains of our SWD subgroup.
- Focus on creating intentional differentiated small group daily lessons in the classrooms in both ELA and Math.
- Frontloading of academic vocabulary
- Activate/build background knowledge
- Scaffolding ELA and Math Standards
- Build our culture of collaboration between professionals (ESE and non-ESE) to increase student success

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
- Small group Instruction
- High Yield Strategies for our ELL/ESE students
- 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 achievement gaps and increase proficiency through small group instruction is a main focus for the 2022-2023 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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase ELA and Math student proficiency by 3% from the BOY and EOY progress monitoring and close achievement gaps within our subgroups.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will continue to monitor the effectiveness of our instruction with our common assessment data, progress monitoring data and classroom walkthrough data.

Person responsible for monitoring outcome:

Margarita Zizza (margarita.zizza@ocps.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

- Standards Based Instruction alignment to student task
- Effective Use of Common Assessment Data
- Progress monitoring data collected through the year

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

*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).

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide training on the B.E.S.T. Standards in ELA and Math as well as training on Small group instruction.

Person Responsible

Jennifer Johnson (jennifer.johnson@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 B.E.S.T. Standards.

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.

Person Responsible

Margarita Zizza (margarita.zizza@ocps.net)

Administrators will conduct coaching and classroom observations to ensure tasks and standards are aligned and provide support as needed.

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

#2. Positive Culture and Environment specifically relating to Staff and students individual needs

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Build and establish a culture for social and emotional learning at our school with adults and students.</p> <p>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.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Increase ELA and Math student proficiency by 3% and close achievement gaps within our subgroups.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Our school will monitor and measure the impact of our implemented professional learning through analysis of Early Warning Indicators, discipline/SESSIR 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.</p>
Person responsible for monitoring outcome:	<p>Velena Brooks (velena.brooks@ocps.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. 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.</p>
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	<p>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.</p>

resources/criteria
used for selecting
this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 Velena Brooks (velena.brooks@ocps.net)

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

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

#3. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Description: Based on our EOY I-Ready Data, the ELA proficiency level in the area of vocabulary was 34% and 39% in Comprehension of Informational Text. The Math Proficiency levels are Measurement and Data (49%) while the others are below; Number and Operations (42%), Algebraic Thinking (42%) and Geometry (41%).</p> <p>We will incorporate differentiation strategies in small group instruction to support all students in order to improve proficiency and mastery, with a focus on our ESSA subgroups. By focusing on differentiation, we will ensure that we are adequately monitoring teacher performance with meaningful feedback as well as monitoring student performance throughout the academic school year.</p> <p>You can group students by ability/standards, such as by reading level or language-proficiency level. Having students of the same ability in the same group will allow the teacher to provide small group lessons and activities that are more focused and targeted to the needs of the students at that level.</p>
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Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on the ELA Proficiency Data of 34% and the Math Proficiency Data of 42% on I-Ready, ELA Proficiency of 60% ELA and 63% in math on the FSA, the school plans to increase the 2022-2023 FAST proficiency ELA level to 63% and the Math Proficiency Level to 70%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor our instruction through BOY, MOY, and EOY school-wide FAST Progress Monitoring assessments.

Person responsible for monitoring outcome:

Margarita Zizza (margarita.zizza@ocps.net)

Evidence-based Strategy: Describe the evidence-based strategy

In order to continue to adequately monitor and analyze data, we will utilize our item analysis sheet to determine the greatest deficits based upon standards, have data-driven discussions within PLCs, analyze instructional practices by providing coaching cycles for identified teachers with consistent monitoring and feedback, and make necessary adjustments that improve outcomes. Teachers study their practice to improve student learning, validate reasoned hypotheses about salient instructional features, and enhance instructional decision making. Effective teachers retain, reuse, and extend practices that

being implemented for this Area of Focus. improve student learning. Leadership will work with teachers to incorporate differentiated small group instruction, including vocabulary and hands-on instruction, to meet the needs of the students and prepare them to answer and analyze questions. Teachers will be provided with resources to support the identified students in need.

Rationale for

Evidence-based Strategy: Small-group instruction provides opportunities for flexible and differentiated learning. With the smaller number of students, students have more chances to participate. Teachers are able to monitor the students better, thus providing better and more individualized feedback and support. Small-group instruction can be used in all content classes and is beneficial for students of all levels.

Explain the rationale for selecting

this specific strategy. Teachers will use data from common assessments and FAST Progress Monitoring to drive small group instruction of the standards that were at a deficit. The leadership and teachers will use the data analysis to determine which standards will be incorporated for differentiated small group instruction, intervention, and tutoring programs. This will ensure that instruction is being implemented based upon the data from assessments. This allows for teachers to provide the necessary support needed to lessen the deficits of particular standards.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Planning: Pre-planning questions and collegial conversations to share/explain best practices through common planning and the support of leadership.

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

Monitoring: Observe small group instruction weekly based upon the implementation of the CRMs and small group lesson plans.

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

Provide teacher feedback: intentional and actionable feedback on a bi-weekly basis.

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

Provide teachers with additional resources to support our ELL,SWD, and Economically Disadvantaged students.

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

Students identified in the subgroups will be invited to attend tutoring programs.

Person Responsible Cara Guettler (cara.guettler@ocps.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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 on our SWD subgroup.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase ELA and Math student proficiency by 3% from the BOY and EOY progress monitoring and close achievement gaps within our students with disabilities subgroup.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will continue to monitor the effectiveness of our instruction with our common assessment data, progress monitoring data and classroom walkthrough data.

Person responsible for monitoring outcome:

Margarita Zizza (margarita.zizza@ocps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Standards Based Instruction alignment to student task
-Effective Use of Common Assessment Data
- Progress monitoring data collected through the year

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

*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).

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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

BPIE indicators will be prioritized and instructional strategies and best practices will be shared with teachers. Teachers of SWDs who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions that, when implemented in general education and natural contexts, allow SWDs to make progress toward meeting IEP and learning goals.

Person Responsible

Jamie Puskarik (jamie.puskarik@ocps.net)

All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.

Person Responsible

Jamie Puskarik (jamie.puskarik@ocps.net)

General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

During the 2021-2022 school year, Wyndham Lakes implemented different strategies to ensure a positive school culture and environment was addressed.

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 well being 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 practices are in place.

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

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 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 Life Skills 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.