

Wyndham Lakes Elementary



2014-15 School Improvement Plan

Wyndham Lakes Elementary

14360 WYNDHAM LAKES BLVD, Orlando, FL 32824

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

74%

Alternative/ESE Center

No

Charter School

No

Minority

89%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	A	C

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

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

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

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

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

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

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

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

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

S - Say only kind words

P - Prepare at Home to Succeed at School

A - Ask an Adult

R - Respect One Another

K - Keep Hands and Feet to Yourselves

Y - You Can be the Best

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

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

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

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

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

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

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

Early Warning Systems

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

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

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

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

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

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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	25	14	15	9	7	19	89
One or more suspensions	0	1	1	1	1	2	6
Course failure in ELA or Math	0	0	5	2	4	5	16
Level 1 on statewide assessment	0	0	0	33	32	41	106

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	7	5	14	26

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

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

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

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

Level 1 students are given Good Cause when possible to maintain their progression through the grades. Those students scoring low on state assessments are identified by teachers at the start of the year, and enrolled in tutoring. Saturday School is held for five weeks prior to state assessments to further those students' chances of success.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

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

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

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

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

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Shreffler, Robert	Principal
Herr, Debra	Other
Brooks, Velena	Guidance Counselor
Bryant, Ifedola	Instructional Coach
Carmona, Deborah	Other
Rosado, Evelyn	Other
Muse, Alyson	Assistant Principal
Smith, Michelle	Other
Cyprian, Samantha	Psychologist

Duties

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

Principal

- * Oversees all other members of Leadership Team
- * Sets vision and mission for school
- * Leads data analysis

Reading Coach/MTSS Facilitator

- Facilitates the process of building consensus and increasing infrastructure to support a school-wide implementation of MTSS
- Facilitates MTSS Team meetings that are focused on the problem-solving process to address the needs of all learners
- Uses IMS to collect school-wide data to share with MTSS Team
- Maintains a log of all Tier 2 and Tier 3 students
- Presents data with classroom teacher at MTSS parent meetings for individual students

- Ensures fidelity of core reading instruction and provides PD if needed
- Ensures fidelity of Tier 2 (Voyager) intervention and provides PD if needed
- Plans and implements Tier 3 interventions
- Assists teachers with progress monitoring, data collection and graphing
- Uses the district's Data-based Problem Solving tool and RIOTxICEL matrix to help make data-based decisions with the MTSS team
- Attends monthly grade level data meetings to address the needs of the school, small groups of learners, and individual learners
- Coaches teachers in the use of the problem solving process, ongoing progress monitoring, differentiated instruction, and intervention planning and implementation

CRT

- * Testing Coordinator
- * Organizes teacher professional development
- * PIE Coordinator

Guidance/Staffing Specialist

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

CT/ESOL

- * Maintains ESOL compliance
- * Oversees bilingual program

School Psychologist

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

Speech-Language Pathologist

- Attends MTSS Team meetings as needed
- Assists with creating and implementing Tier 2 and Tier 3 speech and/or language interventions through collaboration, training and/or direct student contact
- Assumes lead responsibility for Speech/Language referrals
- Incorporates data when making eligibility decisions

Assistant Principal

- Collects school-wide discipline data and uses the problem solving process to address the needs of the school, as well as those of small groups and individual students
- Helps to determine appropriate interventions, such as individual behavior plans, for at-risk students
- Attends MTSS Team meetings as needed
- Coordinates continuous professional development

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

Our school's MTSS and SIP structures provide a common vision for the use of student data used for decision-making to support our students' academic and behavioral needs. Universal Screening measures to assess students' beginning-of-the-year performance in reading, writing, and math are used for the early identification of students who may be struggling in the core content areas, and the specific measures used were revised this year to increase consistency. For students whose needs cannot be met at Tier 1, data-based, small group interventions are provided at Tier 2 by the classroom teacher and reading coaches. If Tier 2 data shows a need for Tier 3, the MTSS Facilitator

provides individualized, intensive interventions in addition to Tier 1 and Tier 2. To address the effectiveness of our Florida Standards-aligned, research based reading and math curriculum, FAIR and Performance Matters (benchmark) data will be collected and analyzed. Teachers will be provided professional development in the areas of Florida Standards ELA and Math. Student progress will be monitored weekly and shared at monthly grade-level data meetings. We have used our resources to allocate two full time reading coaches to assist in meeting small group and individual student needs, one of whom is dedicated to facilitating MTSS and providing teacher support particularly at Tier 3. For the 2014-15 school year, each member of the Leadership Team has been assigned to a specific grade level. This will allow us to more closely monitor student progress.

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

Title III

The district provides textbook and workbook materials in Spanish for our K-2 bilingual classrooms. We also receive supplementary materials to support our core curriculum in English and in Spanish, dictionaries in other languages, classroom libraries, Voyager Pasaporte and sets of books for guided reading. Imagine Learning is used with all ELL students. In order for our teachers to attend Staff Development, money for substitutes is made available. With additional funding we also offer additional tutoring for students in our bilingual kindergarten through second grade classes, and adult English language classes for our community adult learners as permitted by the district.

Title VI, Part B

N/A to our school

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide before school, and Saturday school for prior year Level 1 FCAT students in both Reading and Math, along with "bubble students" identified through benchmarks.

Violence Prevention Programs

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

Nutrition Programs

Breakfast and lunch are provided for students, including those on Free and Reduced Lunch. Snacks are provided for our in-house tutoring. All students are eligible to receive Free Breakfast every school

day. Parents are reminded on a regular basis regarding these programs, and school computers are made available for them to complete online applications.

Housing Programs

N/A to our school.

Head Start

N/A to our school.

Adult Education

English Language instruction is provided if possible through a grant from Title III. Sessions are held twice weekly, taught by Wyndham Lakes teachers. State assessment awareness is taught to adults during our Saturday School program.

CTE

N/A to our school.

Job Training

N/A to our school.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Robert Shreffler	Principal
Ifedola Bryant	Teacher
Laura Pitcher	Parent
Fatima Rodriguez	Business/Community
Catherine Carrillo	Teacher
Nancy Pardo	Education Support Employee
MaTicka Nicholas	Teacher
Marie Dell	Parent
Ledual Santiago	Parent

Duties

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

Evaluation of last year's school improvement plan

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

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

Development of this school improvement plan

The school principal reviewed the prior year's data and school grade with the members of the committee. They then examined the strategies in last year's SIP, looked at their effectiveness, and decided which programs should be continued and which should not, based on the school grade data. The committee was also informed of changes in effect for the current school year, including staff changes, new standards, and new curriculum.

Preparation of the school's annual budget and plan

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

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

A portion of the School Improvement funds allocated for the 2013-2014 school year was used for Saturday School, for grades three, four, and five, six weeks prior to the 2014 FCAT Assessment. Since our mid-year data showed an improvement in reading, we decided that our focus for those six consecutive Saturday's would be strictly on intensive areas of math our students were lacking. The cost of this initiative was \$17,800.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

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

Duties

Describe how the LLT promotes literacy within the school

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

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

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

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

Celebrate Literacy Month will be held in January.

Building Better Readers Night will be held in January.

Dr. Seuss' Week for students K-2 as well as presenting different stories and mini-lessons during morning announcements to support reading in grade levels K-5 will be a focus.

Public and Collaborative Teaching

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

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

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

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

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

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

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

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

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

Mentors and mentees meet on a regular basis to discuss classroom progress; whole group meetings are also held to discuss general classroom issues; mentors and mentees are matched based on grade level taught whenever possible; when not possible, mentors are chosen based on their strengths and the needs of individual mentees.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Our teachers have received training in using the Scope and Sequence included in the Instructional Management System provided by the district. Pre-planning devoted a large amount of time to reviewing this area, and ongoing Professional Development will address deconstructing standards,

establishing scales for learning based on the standards, and providing evidences for those scales. In addition, we have purchased the iReady and ReadyFlorida programs, and are using the Triand service for constructing standards-aligned formative and summative assessments.

Instructional Strategies

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

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

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

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

Strategy: Extended School Day

Minutes added to school year: 10,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nicholas, Maticka, maticka.nicholas@ocps.net

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

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

Strategy: Extended School Day

Minutes added to school year: 3,240

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Muthusami, Rebecca, rebecca.muthusami@ocps.net

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

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

Strategy: Weekend Program

Minutes added to school year: 600

Saturday School will be held on five consecutive Saturday mornings leading up to state assessment testing in the spring. Students selected will be "bubble" students, based on benchmark predictions. Instruction will be in both Reading and Math, and will address specific skills indicated by data to be deficient for those students.

Strategy Rationale

This program, which leads straight into state assessment testing, gives these students a "last reminder" of the skills necessary to be successful on the assessments.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bryant, Ifedola, ifedola.bryant@ocps.net

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

A pre-test and post-test will be used at the beginning and conclusion of the program. These tests will be given during the regular school day, however, so that all five Saturdays can be used for instruction.

Strategy: Extended School Day

Minutes added to school year: 1,920

Academic Tutoring Services replaced SES tutoring through Title 1 this past year. Instruction is targeted at our lowest 25% students in Reading. On-site coordinator is one of our Reading Coaches, and teachers are employed from within the existing faculty. Sessions will be held twice weekly before school for just over an hour. The curriculum being used is Common Core Support Coach (Triumph Learning).

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Carmona, Deborah, deborah.carmona@ocps.net

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

Wyndham Lakes does not offer Pre-School services. However, we offer feeder pre-schools visitations to Wyndham Lakes. We will also disseminate information in the community prior to Kindergarten Registration, providing dates, times, and required materials. Our school and district websites will provide information for incoming kindergarten parents. In addition, we will host a Kindergarten Orientation prior to registration in May.

Counselors and administrators from the middle school are in ongoing communication with our Guidance Counselor to assist in preparing students for moving on to middle school from fifth grade. The counselors visit to meet with our fifth grade students, and assist in preparing schedules with our fifth grade teachers. Many of our fifth grade students attend a summer orientation at the middle schools.

College and Career Readiness

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

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

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

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

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

STEM inquiry investigations and experiments are taking place daily within the Special Area rotation to provide hands on experience with science, math, engineering, and technology integration and problem solving in real world situations. Virtual manipulatives and science labs are used to expose students to technical alternatives for problem solving. In addition, we are utilizing computer based intervention and motivation programs such as i-Ready to build academic achievement and increase motivation.

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

The strategies implemented at Wyndham Lakes for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through Journeys, iReady, and Go Math will be used to identify deficiencies. Teachers will form fluid and strategic intervention groups to provide remediation and enrichment support starting in September and continuing throughout the school year to increase reading and math proficiency to prepare students for on grade level or above coursework in their later academic career. In addition, STEM activities are part of the Special Area rotation to provide real world problem solving integration and prepare 21st century learners for future academics in science, math, engineering, or technology fields. Another strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication. Besides strategies for instruction, recognition strategies are in place to honor academic achievement and motivate student goal setting, The quarterly honor roll award ceremonies recognize academic achievement for 2-5 students earning A and B letter grades. The Bridging Ceremony recognizes student accomplishments in elementary school and prepares them for their middle school experience by honoring students and creating a vision of learning for future years in front of their families at the middle school campus.

School Improvement Goals

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

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will gain competence in rigorous, standards-based instruction and the Instructional Framework in all content areas.

Strategic Goals Detail

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

G1. Teachers will gain competence in rigorous, standards-based instruction and the Instructional Framework in all content areas. **1a**

G045551

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - SWD	36.0

Resources Available to Support the Goal **2**

- Establishment of Inclusion Classes in fourth and fifth grades.
- District-assigned coaches specific for ESE teachers.
- LSI Consultant
- Deliberate Practice growth plan

Targeted Barriers to Achieving the Goal **3**

- Lack of familiarity with Inclusion Teaching.

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

Ongoing analysis of benchmark assessments, Florida iReady reports, and teacher-made TRIAND assessments.

Person Responsible

Alyson Muse

Schedule

Monthly, from 10/6/2014 to 5/4/2015

Evidence of Completion

Reports indicating progress of ESE students in Inclusion Teaching model classes.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will gain competence in rigorous, standards-based instruction and the Instructional Framework in all content areas. **1**

 G045551

G1.B1 Lack of familiarity with Inclusion Teaching. **2**

 B113020

G1.B1.S1 Initial and ongoing professional development for teachers involved in Inclusion Teaching model (both Regular Ed and ESE teachers). **4**

 S124343

Strategy Rationale

By familiarizing our teachers with the Inclusion Teaching model, they will be better equipped to serve the students in their classrooms.

Action Step 1 **5**

Initial training of teachers involved with Inclusion Teaching model will be conducted.

Person Responsible

Alyson Muse

Schedule

On 8/15/2014

Evidence of Completion

Agenda from initial training.

Action Step 2 5

Ongoing training of teachers involved with Inclusion Teaching model.

Person Responsible

Alyson Muse

Schedule

Quarterly, from 9/8/2014 to 5/4/2015

Evidence of Completion

Agendas/notes from future trainings.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Assistant Principal attended initial training.

Person Responsible

Alyson Muse

Schedule

On 8/15/2014

Evidence of Completion

The Assistant Principal attended the initial training during pre-planning; notes were also taken and compiled.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Notes from future trainings will be compiled and collected.

Person Responsible

Alyson Muse

Schedule

Quarterly, from 9/8/2014 to 5/4/2015

Evidence of Completion

Assistant Principal will collect agendas and compile notes to be used for reference and for future implementations.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrators will observe during Inclusion lessons and offer feedback to teachers involved.

Person Responsible

Alyson Muse

Schedule

Monthly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Observation results from the iObservation instrument.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Initial training of teachers involved with Inclusion Teaching model will be conducted.	Muse, Alyson	8/15/2014	Agenda from initial training.	8/15/2014 one-time
G1.B1.S1.A2	Ongoing training of teachers involved with Inclusion Teaching model.	Muse, Alyson	9/8/2014	Agendas/notes from future trainings.	5/4/2015 quarterly
G1.MA1	Ongoing analysis of benchmark assessments, Florida iReady reports, and teacher-made TRIAND assessments.	Muse, Alyson	10/6/2014	Reports indicating progress of ESE students in Inclusion Teaching model classes.	5/4/2015 monthly
G1.B1.S1.MA1	Administrators will observe during Inclusion lessons and offer feedback to teachers involved.	Muse, Alyson	9/8/2014	Observation results from the iObservation instrument.	6/1/2015 monthly
G1.B1.S1.MA1	Assistant Principal attended initial training.	Muse, Alyson	8/15/2014	The Assistant Principal attended the initial training during pre-planning; notes were also taken and compiled.	8/15/2014 one-time
G1.B1.S1.MA3	Notes from future trainings will be compiled and collected.	Muse, Alyson	9/8/2014	Assistant Principal will collect agendas and compile notes to be used for reference and for future implementations.	5/4/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will gain competence in rigorous, standards-based instruction and the Instructional Framework in all content areas.

G1.B1 Lack of familiarity with Inclusion Teaching.

G1.B1.S1 Initial and ongoing professional development for teachers involved in Inclusion Teaching model (both Regular Ed and ESE teachers).

PD Opportunity 1

Initial training of teachers involved with Inclusion Teaching model will be conducted.

Facilitator

Elaine McCann (District ESE Coach)

Participants

Fourth and Fifth Grade Inclusion Teachers; ESE Teachers; Staffing Specialist; Assistant Principal

Schedule

On 8/15/2014

PD Opportunity 2

Ongoing training of teachers involved with Inclusion Teaching model.

Facilitator

Elaine McCann (District ESE Coach); Alyson Muse (AP)

Participants

Fourth and Fifth Grade Inclusion Teachers; ESE Teachers

Schedule

Quarterly, from 9/8/2014 to 5/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0