



**Florida Council of Instructional Technology Leaders  
Instructional Technology Leadership Award:  
2017-18 Innovative Principal of the Year  
Nomination Form**



**District Name:**

**Nominating FCITL Voting Member Information**

Nominating FCITL Member (must be voting member for district): Daniela Mitchell

Street Address: 445 West Amelia Street

City/State/Zip: Orlando, FL 32801

Country: USA

Work Phone: 407-317-3200

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FCITL Voting Member Email: [daniela.mitchell@ocps.net](mailto:daniela.mitchell@ocps.net)

**Principal Nominee Information**

Name: Anne Lynaugh

Professional Title: Master Principal

School Name: Millennia Elementary School

Work Address: 5301 Cypress Creek Boulevard

City/State/Zip: Orlando, FL 32811

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# Anne Lynaugh

5320 Rockbourne Ct, Orlando, FL 32812  
Cell: 321-287-8484: Anne.Lynaugh@ocps.net

## Executive Profile

Ambitious Master Principal who creates strategic alliances with organizational leaders to effectively align and support key school initiatives. Builds and retains high performing teams by hiring, developing and motivating skilled professionals in two schools.

## Skill Highlights

Focused Instructional Leader	Leader for improved student achievement and high
Ensures efficient operations and safe learning environment	performing and dedicated teams
Facilitates highly sustained community engagement	Active member of district committees
	Identifies and mentors future administrators and school leaders

## Professional Experience

### Master Principal

January 2007 to Current

**Millennia Elementary & Millennia Gardens (Opened new Digital School)** - Orlando, FL

| Title 1 pilot school for one on one digital platform in both of my schools

Collaborative planning with both schools per grade level via safari montage

Maintained A and high B status in a high needs, high mobility school

Facilitates targeted data and dialogue collaborative structure team meetings

Sustains highly engaged community involvement

Leader of PBS Model School and one of three Digital Elementary Schools in OCPS

Organizes and Facilitates model MTSS embedded academic and discipline program

Co-chair District Stellar Customer Service Recognition Committee

Member of District Grade Level Performance Expectations Committee

### **Adjunct Online Professor & Intern Supervisor**

August 2000 to April 2013

**University of Phoenix** - Phoenix, Arizona

Instructed graduate students who are working on their educational leadership degree to become future administrators on best practices on running a school

Helped facilitate internships and ensured good experiences were taking place in the students' schools

### **Principal**

January 2003 to January 2007

**Sadler Elementary School** - Orlando, Florida

Instructor for best practices with coaching and classroom management

Facilitated group processes in census building, conflict resolution and decision making

Executor of quality teaching and learning so there are the essential processes and desired products in place so quality education for all learners happens daily

Lead school from a D to an A

- Implemented school improvement plans, core and supplemental educational programs, Title 1 services, budget, facility, data-driven decision making, professional development, school-wide remediation efforts

### **Assistant Principal**

August 2000 to January 2003

**Orange Center Elementary** - Orlando, Florida

Responsible for master schedules, course codes curriculum and instructional best practices, supervision of instructional and classified staff, school-wide discipline, implementation and training involvement activities

Co facilitated school from an F to a B

### **Curriculum Resource Teacher**

August 1993 to August 2000

**Cheney Elementary School** - Orlando, Florida

Created a scope and sequence for what teachers were to teach in each grade level

Coached teachers on best practices for teaching reading

Instructional Coach for new staff

Instructed staff on use of Phonics Survey to test students as they enter the school

Created Math and Reading lab so staff could gain extra help in best practices for effective teaching

## **Education**

**Master of Science: Educational Leadership, 2000**

**Nova Southeastern University** - Orlando, Florida, USA

**Bachelor of Science: Elementary Education, 1978**

**Caldwell College** - Caldwell, New Jersey, USA

Rvsd 9-18-17

## Awards

| Commissioner of Education Principal Award of Excellence - 2014

Catholic Educators Award for Excellence 2009

Outstanding Leadership Award 2007

Principal of the Year for Southwest Learning Community 2006

Excellence in Instructional Leadership Award 2005

Outstanding Assistant Principal Award 2004

Goldenrod Outstanding Community Award 1998

OCPS Teacher of the Year Cheney 1996

OCPS Teacher of the Year Cheney 1994

OCPS Teacher of the Year Finalist 1992

OCPS Teacher of the Year Ventura 1992

OCPS Above and Beyond Award 1991

City of Orlando Volunteer of Year Award 1989

## Leadership Activities

- Presented at **Florida Educators Technology Conference** in January 2015 – “**How We Started a Digital One to One School**”
- Presented at the **National Conference on Discipline and MTSS** in March 2015 – “**How to build a Culture of Multiple Tiered Systems of Support in Academics and Discipline**”

## Professional Highlights

Millennia Gardens Elementary:

- During their first year Millennia Gardens Elementary surpassed the district in English Language Arts Learning Gains of the Lowest quartile by 21 percentage points, in Mathematics Learning Gains by 6 percentage points, and in Mathematics Learning Gains of the Lowest quartile by 16 percentage points.

Millennia Elementary:

- Mathematics achievement has increased by 8% over the last 3 years (school year 2014-15 to 2016-17).
- ELA Learning gains of students in the lowest quartile has increased by 46% from 2015-16 to 2016-17.
- The percent of total possible points earned has increased by 10% over the last 3 years (from school year 2014-15 to 2016-17).

A statement to describe the nominee's specific role in supporting the effective use of digital technology to support teaching and learning.

Anne Lynaugh has built a culture of innovation at her schools. She has been recognized as a master principal by the district. This designation means that she has been placed in charge of two schools. To connect the two schools, Anne has championed cross campus virtual planning sessions where grade levels from both campuses can share their upcoming lessons and ideas. She has built a culture filled with shared community values between the two schools.

Anne was chosen as one of the original principals to lead our digital one to one initiative. She has stewarded the digital transformation for Millennia Elementary School over the last 4 years. During this time, she has implemented forward thinking practices such as using video conferencing in small group reading between her reading coach and students. This allows her reading coach to not lose instructional time walking from one classroom to another. This also facilitates two teachers in the classroom as the regular teacher is still working with a separate small group. Others have taken notice. Schools have traveled from as far away as New Jersey to see the one to one instructional practices at her school. These practices reflect that Anne Lynaugh is not only a principal leader in our district but an inspiring leader for all.

How do you help reduce or remove barriers for effective technology use in your school or school system? (250 word limit.)

When leading a school through a digital journey, having a solid vision and clear expectations detrimental to lay a foundation that will propitiate success. Visions materialize when leaders involve staff in decision making, realizing that they will ultimately will become the executers of the initial vision. This is what I have done since I started as a leader. When becoming the leader of a 1:1 digital school, I removed barriers for effective technology use by communicating high expectations and listening to all staff's concerns will encouraging problem-solution behaviors. The vision of "we are in this together" permeated. I led the way through example by using the technology structurally for schoolwide systems. Data collection was also incorporated in these systems in order to identify barriers before they even occurred and addressed them proactively through differentiated professional learning. Providing opportunities for collaboration and voluntary learning opportunities empowered teachers to make decisions that will result in continuous learning for all. The most gratifying feeling is to witness how barriers turn into celebrations of growth. As we move forward with digital instruction, the most important lesson to remember is that we will never be done with our learning. Just like technology evolve constantly, we need to do the same in order to serve our digital generation. Excellence has no limits and those who work with me know that growing involves moving from our comfort zone. Facing barriers with enthusiasm and embracing challenges will always result in the success of our students.

How do you evaluate the effectiveness of digital technology use in your school or district? (250 word limit.)

The effectiveness of digital technology must have an embedded evaluation system that guides the process of instructional integration. Adopting a research based evaluation protocol is key to gather data that will continuously lead us to our next step. The district-adopted Technology Integration Matrix (TIM) is a great tool for overall school evaluation. Having a goal for the end of the year has framed our professional learning and planning of activities through our curriculum in order to see technology as a tool to enhance learning and not as an isolated path to technology proficiency. Ongoing discussions of the TIM matrix and the examination of examples in the different indicators establishes the arena that needs to be emulated in classrooms. However, evaluating technology integration goes beyond to the observation of lessons. The strongest evidence comes from students' manipulation of hardware and software. When the evidence is seeing students coding, directing TV shows, operating different equipment in different scenarios, generating information based on multiple sources, collaborating in projects with technology fluency, those are the strongest pieces of evaluation. When you are able to

witness how a teacher moves from resistance and hesitation to daily use of different technology modalities and seeing the excitement when the success is celebrated in staff meetings, this is when you evaluate the digital journey. And when you continue to see teachers attending voluntary professional opportunities before and after school, you truly understand that technology is not only being used but also continuously updated as we reach for more.

What is your vision of how digital learning can prepare today's students to be successful in attaining college and career readiness and what have you done to move your school towards this vision? (250 word limit.)

Successful technology integration starts with the understanding of a simple principal. Digital learning is so much more than students acquiring technical skills. It is also incorporating these skills in real life applications. This is my vision. My instructional staff understands that in order to get to this stage, students must first master foundational technology skills. However, they also understand that these skills are acquired by students throughout the learning process with the ultimate goal of organic application to learn and to create. Knowing that there are many careers that have not even been invented yet due to the rapid pace of technology world, it is our social responsibility to provide students with the opportunities that will get them ready for the demands of college and future career fields. As a leader, I have promoted Project Based Learning. The projects have been planned with the purpose of promoting collaboration, digital tools, and goal-oriented activities through a STEM Framework. An example of this approach is our yearly Roller Coaster Unit in Fifth Grade, Students work in groups with a budget to construct their own roller coasters applying the laws of physics. They create a model of the roller coaster, and develop a presentation to market their product using digital tools. This unit involves research, word processing, spread sheet, and presentation software as well as the social skills to make the group dynamics effective for success. These college and career readiness skills I have promoted to move our schools to this vision.

How is the use of technology assisting your school's endeavors for monitoring student academic progress? (250 word limit.)

Technology is embedded in all areas of our school. Our endeavors would not be existing without the use of technology. From schoolwide systems to classrooms daily use of digital tools like Socrative, Padlet, NearPod, etc. student academic monitoring is a nonnegotiable at our schools. Now that I am leading two schools, monitoring occurs via video chat with teams from both schools, and these discussions have standards mastery at their core. Common assessments are created online and shared between both schools through collaboration software. Item analyses of these common assessments are also studied and data is graphed weekly. This is only one example of the many monitoring tools we use. We also use I-Ready, MyOn, Accelerated Reader, Edmodo, World Book, and eBooks in different platforms. All these programs are monitored weekly for academic progress and celebrations of program usage as well as class and student performance are published on our weekly newsletter and celebrated on the morning announcements. Academic progress becomes so much more than numbers. Numbers turn into success because regardless of the pace, we are always moving forward.