

The School District of Palm Beach County

Wynnebrook Elementary School



2015-16 School Improvement Plan

Wynnebrook Elementary School

1167 DREXEL RD, West Palm Beach, FL 33417

www.edline.net/pages/wynnebrook_elementary

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	94%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	93%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of Wynnebrook Elementary is to provide the necessary tools and climate for academic success.

Provide the school's vision statement

The Vision of Wynnebrook Elementary is to embrace a single school culture consisting of shared beliefs, values, and goals, focusing on excellence in all areas of education.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

Wynnebrook Elementary School prides itself with a sense of community, built from the school's Code Of Conduct:

I am respectful, I am responsible, I am a peacemaker, and I am prepared. Beginning from the first day of school, all stakeholders build a sense of community by talking about the school's Code of Conduct.

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

The schoolwide behavioral system in place is Wynnebrook Elementary's Code of Conduct: I am respectful, I am responsible, I am a peacemaker, and I am prepared.

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

During leadership team meetings, students academic, as well as social-emotional needs are discussed. Interventions are discussed. Referrals will be made to agencies as deemed necessary. School guidance counselors intervene and meet with the student(s).

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

- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the criteria elements above
- Students' attendance is tracked daily. Parents are contacted immediately for repetitive absences or tardies.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

- Effective multi-disciplinary teams in place to problem solve and create action plans for non-proficient students by implementing the following:
- Waggle
 - Triumph Learning
 - Small group differentiated instruction
 - iii, LLI, after school tutoring
 - goal settings for identified students
 - parent-student-teacher collaboration

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 available at the school site.

Description

Attain a level of 68% of parental involvement.

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

Community members are invited to our monthly School Advisory Council meetings. Community members, business partners, and family agencies are encouraged to participate in all school activities/ events.

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:

Name	Title
Pegg, Jeffrey	Principal
Berry, Suzanne	Assistant Principal
Brooks, Leslie	Guidance Counselor
Rejc, Carly	Instructional Coach
Stephenson, Andrea	Teacher, ESE
Lille, Ann	Instructional Coach
Bobrick, Mitch	Teacher, K-12

Duties

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

The function and responsibility of each school-based leadership team member as related to the school's Multi-Tiered Systems of Support and School Improvement Plan is as follows:

- ~ Principal: Leads and provides the common vision for the school to make data-driven decisions when implementing the MTSS process in the school. The principal makes sure that the school-based MTSS team members have the staff development necessary to support the MTSS implementation process, and communicates with parents and the community at School Advisory Council and other school meetings regarding MTSS implementation activities.
- ~ Assistant Principal: Mirrors the vision of the principal by supporting the MTSS/School Based Team process.
- ~ Guidance Counselor: Provides services and counseling expertise on home and school issues concerned with program design, assessment, and intervention. The guidance counselor facilitates the School Based Team, and continues to link school resources, community resources, and agencies to children and their families to support the child's academic, emotional, behavioral, and social success. The guidance counselor monitors tiered interventions in the classroom by providing tools for data collection, strategies for implementation and mentoring to the teachers involved.
- ~ Select General Education Teachers: Teachers in grades PreK-5 participate with the School Based Team to provide information about core instruction in their classroom, collect data about students under consideration, deliver tier 1 instruction and intervention, collaborates with other staff to implement tier 2 interventions, and integrates tier 1 materials into tier 2 and tier 3 learning activities.
- ~ Exceptional Student Education: Speech pathologist, ESE teachers and/or district ESE support staff participate in student data collection, and integrate student activities into tier 3 instruction.
- ~ School Psychologist: Participates in collection, interpretation, and analysis of data. The psychologist also facilitates development of intervention plans and provides support for intervention.

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

The team meets weekly to engage in the following activities:

- ~ Review universal screening data and link to instructional decisions
- ~ Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding grade level expectations, at moderate risk, or at high risk for not meeting grade level expectations.
- ~ Identify professional development and resources needed for implementation.
- ~ Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
- ~ Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Title I, Part A

Wynnebrook Elementary School utilizes Title I funds in a variety of ways to enhance learning objectives and provide necessary materials to our school community. Title I funds will be used to implement an after school tutorial program for third, fourth, and fifth grade students requiring additional assistance in the subject areas of reading, math, writing, and/or science. Title I funds will also be used to provide professional development opportunities for staff, in addition to providing opportunities for parental involvement training.

Title I, Part C - Migrant

Wynnebrook Elementary will ensure that services and support are provided to students and parents that fall within the category of migrant families. The migrant liaison will work with the parent liaison to provide any additional assistance that may be needed to meet basic needs.

Title II

The School District of Palm Beach County will receive supplemental funding to aid in the improvement of basic education programs. Funding ranges from purchasing basic supplies to supporting supplemental education programs.

Title III

English Learners of other Languages (ELL) students will receive guidance and assistance from the school district, as well as the school alike.

Title X - Homeless

The School District of Palm Beach County will have programs in place for students which are identified as homeless under the McKinney-Vento Act. The McKinney-Vento Act ensures educational rights and protections for children and youth experiencing homelessness. The Homeless Education Assistance Resource Team (HEART) is made up of a group of committed social service professionals who work to address problems often faced by homeless children and youth in enrolling, attending, and succeeding in school. Each school in every geographic area of the District is served, as well as family homeless shelters, and state identified "neglected" shelter sites. The team serves homeless children and youth, unaccompanied youth, students awaiting foster care placement, and those "aging-out" of the foster care system.

Supplemental Academic Instruction (SAI)

The School District of Palm Beach County allocates funding for Supplemental Academic Instruction to be delivered to those students displaying academic deficiency. State categorical funding identified in Florida State Statute §1011.62 has been set aside to provide supplemental academic instruction to students in kindergarten through grade 12. In Palm Beach County, at the elementary level, these funds are used to provide one SAI teacher at each elementary school for the purpose of helping students progress successfully from grade to grade. The goal of the SAI program is for each student served to achieve grade level performance in reading by the end of the current school year.

Violence Prevention Programs

Wynnebrook Elementary School integrates Single School Culture by sharing our universal guidelines for success (Code Of Conduct), following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS (School-wide Positive Behavior Support). We update our action plans during Professional Learning Communities meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

Nutrition Programs

The School Food Service department of The School District of Palm Beach County provides a free, nutritional breakfast to all students. Nutritionally balanced meals will be provided to all children regardless of race, color, sex, disability, age, or national origin during summer vacation when school breakfasts and lunches are not available. All children 18 years old and younger are eligible for meals at no charge and there will be no discrimination in the course of the meal service. The programs are only approved for geographical areas of need where 50 percent or more of the children qualify for free and reduced price meals during the school year. Summer Food Service sites that are located at schools provide meals to all children in the immediate vicinity in addition to those enrolled in summer school.

Other Programs

Wynnebrook Elementary School works closely with outside agencies to provide additional assistance to those families in need. The Jewish Literacy Coalition provides a mentoring program for our students in need. Multilingual services provide mentoring and counseling for our students school-wide. The Palm Beach County Sheriff's Department provides a variety of resources to our school community.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Althea Weatherspoon	Parent
Cheryl Maffet	Teacher
Cathe Labott	Parent
Cleveland Stubbs	Parent
Gantois Ramos	Parent
Jeff Pegg	Principal
Jennifer Brown	Business/Community
Julie Rosado	Parent
Kevin Stewart	Parent
Leslie Millar	Teacher
Maritza Garcia	Parent
Mitchell Bobrick	Teacher
Magda Purdy	Teacher
Marie Jean Pierre	Parent
Mary Sexton	Parent
Maribel Bilbao	Education Support Employee
Paula Bastidas	Business/Community
Peter Skeete	Parent
Queen Skeete	Parent
Shane Bellotti	Parent
Valerie Stubbs	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

The School Advisory Council discussed the SY2014-2015 School Improvement Plan and made suggestions for the upcoming SY2015-2016 Plan.

Development of this school improvement plan

The School Advisory Council discussed the SY2014-2015 School Improvement Plan and made suggestions for the upcoming SY2015-2016 Plan.

Preparation of the school's annual budget and plan

The School Advisory Council discussed the SY2014-2015 School Improvement Plan and made suggestions for the upcoming SY2015-2016 Plan.

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

The projected use of the SAC funds (approximately \$100) will be supplies and materials to support the educational process

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:

Name	Title
Pegg, Jeffrey	Principal
Berry, Suzanne	Assistant Principal
Brooks, Leslie	Guidance Counselor
Lille, Ann	Instructional Coach
Stephenson, Andrea	Teacher, ESE
Rejc, Carly	Instructional Coach
Bobrick, Mitch	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team this year will be modeling lessons in classrooms, analyzing and reviewing data, sharing and reporting data, and continuous professional development.

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

Having a single school culture where all staff members share the same vision, commitment, and common goals is vital to success. Teachers meet in collaborative teams based on grade levels on a five-day rotational basis. Teachers meet to discuss lesson planning based on curriculum and student data. best teaching practices are shared among the group. Teachers map out the curriculum and create common assessments based on the standards.

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

- ~ New teachers will participate in regular meetings (scheduled, in addition to as needed) with administration.
- ~ New teachers will be assigned a mentor (veteran teacher) to ensure support as a beginning teacher (Educator Support Program).
- ~ Administration will conduct regular classroom walkthroughs.
- ~ Teachers participate in Professional Learning Communities (Team Planning Sessions) on a rotational 5 day basis.
- ~ Administration will promote and ensure a hiring process that will attract highly qualified and effective teachers by attending district recruitment fairs and recruiting through Peoplesoft.
- ~ To retain veteran teachers, opportunities to increase professional growth are encouraged.

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

- ~ The mentor and mentee will meet on a five day rotational basis in a professional learning community.
- ~ The mentor will be given release time to observe the mentee. Time will be given to provide feedback, coaching, and planning.
- ~ The mentee will observe the mentor's classroom. Time will be given to provide feedback, coaching, and planning.

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

During our Professional Learning Communities, teachers are continuously unpacking the standards as well as planning and discussing ways to implement the curriculum with the standards. Teachers also attend professional development.

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

During our Professional Learning Communities teachers use data to plan instruction. Language Arts is taught using a balanced literacy approach where students are taught on their reading level. Differentiated instruction is used to meet our students' needs.

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: After School Program

Minutes added to school year: 1,800

Students will be provide with tutoring opportunities.

Strategy Rationale

Additional assistance through after school tutoring will be beneficial to close the gap with our struggling students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pegg, Jeffrey, jeff.pegg@palmbeachschools.org

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

pre/post assessments

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, more specifically, transition to Wynnebrook Elementary include providing a Kindergarten Round Up program in the month of May. The kindergarten teachers provide an overview of the expected curriculum and packets for parents to use with their child. The Kindergarten Round Up program will provide resources from local community agencies to assist families. An immunization van will also be in attendance to provide vaccination needs for children entering school.

Preschool children that are four years old will also have the opportunity to attend a Pre Kindergarten program that is available to Wynnebrook Elementary based on a lottery system.

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

n/a

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

n/a

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

n/a

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

n/a

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

Problem Identification Summary

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

Problem Analysis Summary

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

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.** If we implement reading and math programs using differentiated instruction based on data driven instruction and collaborative planning then by June 2016 proficiency will increase.

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. If we implement reading and math programs using differentiated instruction based on data driven instruction and collaborative planning then by June 2016 proficiency will increase. 1a

G069926

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	60.0
FSA Mathematics - Achievement	60.0

Resources Available to Support the Goal 2

.

Targeted Barriers to Achieving the Goal 3

- Limited time for differentiated instruction.
- Instruction with standards aligned with accurate data.
- Student motivation
- Scheduling of family involvement meetings

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule


Evidence of Completion

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. If we implement reading and math programs using differentiated instruction based on data driven instruction and collaborative planning then by June 2016 proficiency will increase. **1**

 G069926

G1.B1 Limited time for differentiated instruction. **2**

 B181980

G1.B1.S1 Provide a resource teacher to support the classroom teacher with working in small groups (differentiated instruction). **4**

 S193637

Strategy Rationale

A resource teacher will provide additional assistance with differentiated instruction

Action Step 1 **5**

Resource teachers will provide rigorous and relevant instruction across content areas.

Person Responsible

Jeffrey Pegg

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

lesson plans, push-in/pull-out schedules, rosters of students served

G1.B1.S2 Implement an after school tutorial 4

 S193638

Strategy Rationale

Providing additional assistance to students

Action Step 1 5

Implement core academic after school tutorials

Person Responsible

Jeffrey Pegg

Schedule

Weekly, from 1/1/2016 to 5/31/2016

Evidence of Completion

teacher sign sheets, student sign in sheets, lesson plans

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G1.B2 Instruction with standards aligned with accurate data. 2

 B181981

G1.B2.S1 Hire a instructional coach to provide professional development. 4

 S193639

Strategy Rationale

Action Step 1 5

Reading coach will provide professional development to build teacher capacity for delivery of rich and relevant instruction.

Person Responsible

Ann Lille

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

agenda, sign sheet, coach's schedule and log

G1.B2.S2 Provide instructional supplies and resources to support building the capacity of the teachers.

4

 S193640

Strategy Rationale

Action Step 1 5

The resource teachers and coach's will provide teachers with professional development on developing instructional strategies on how to unpack and implement the Florida State Standards.

Person Responsible

Jeffrey Pegg

Schedule

On 6/2/2016

Evidence of Completion

agenda, lesson plans, sign in sheets

G1.B2.S3 Provide opportunities for teachers to attend relevant professional development outside of the district. **4**

 S193641

Strategy Rationale

Action Step 1 **5**

Content area teachers will attend the ECTAC Conference

Person Responsible

Jeffrey Pegg

Schedule

On 5/31/2016

Evidence of Completion

agenda, program book, conference notebook

Plan to Monitor Fidelity of Implementation of G1.B2.S3 **6**

Teachers who attend the conference will present at Learning Team Meetings

Person Responsible

Jeffrey Pegg

Schedule

Weekly, from 5/1/2016 to 6/2/2016

Evidence of Completion

LTM notes and agenda


Plan to Monitor Effectiveness of Implementation of G1.B2.S3 **7**

Person Responsible

Schedule

Evidence of Completion

G1.B3 Student motivation 2

 B181982

G1.B3.S1 Provide a reading coach to work with teachers in a variety of areas (modeling, staff development). 4

 S193642

Strategy Rationale

increase of teacher knowledge/expertise will increase student achievement

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

check through lesson plans and walkthroughs

Person Responsible

Jeffrey Pegg

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

discussions during LTM

Person Responsible

Jeffrey Pegg


Schedule

Annually, from 8/25/2014 to 5/29/2015

Evidence of Completion

LTM notes

G1.B4 Scheduling of family involvement meetings 2

 B181983

G1.B4.S1 Provide parental workshops 4

 S193643

Strategy Rationale

parents will be more involved

Action Step 1 5

Parental workshops

Person Responsible

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

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

Palm Beach - 1391 - Wynnebrook Elementary School - 2015-16 SIP
Wynnebrook Elementary School

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	Resource teachers will provide rigorous and relevant instruction across content areas.	Pegg, Jeffrey	8/17/2015	lesson plans, push-in/pull-out schedules, rosters of students served	6/2/2016 daily
G1.B1.S2.A1	Implement core academic after school tutorials	Pegg, Jeffrey	1/1/2016	teacher sign sheets, student sign in sheets, lesson plans	5/31/2016 weekly
G1.B2.S1.A1	Reading coach will provide professional development to build teacher capacity for delivery of rich and relevant instruction.	Lille, Ann	8/24/2015	agenda, sign sheet, coach's schedule and log	6/2/2016 weekly
G1.B2.S2.A1	The resource teachers and coach's will provide teachers with professional development on developing instructional strategies on how to unpack and implement the Florida State Standards.	Pegg, Jeffrey	8/17/2015	agenda, lesson plans, sign in sheets	6/2/2016 one-time
G1.B2.S3.A1	Content area teachers will attend the ECTAC Conference	Pegg, Jeffrey	5/1/2016	agenda, program book, conference notebook	5/31/2016 one-time
G1.B3.S1.A1	[no content entered]			one-time	
G1.B4.S1.A1	Parental workshops		8/18/2014	sign in sheets	5/29/2015 monthly
G1.MA1	[no content entered]			one-time	
G1.B3.S1.MA1	discussions during LTM	Pegg, Jeffrey	8/25/2014	LTM notes	5/29/2015 annually
G1.B3.S1.MA1	check through lesson plans and walkthroughs	Pegg, Jeffrey	8/18/2014	lesson plans	6/5/2015 annually
G1.B4.S1.MA1	[no content entered]			one-time	
G1.B4.S1.MA1	[no content entered]			one-time	
G1.B1.S2.MA1	[no content entered]			one-time	
G1.B1.S2.MA1	[no content entered]			one-time	
G1.B2.S3.MA1	[no content entered]			one-time	
G1.B2.S3.MA1	Teachers who attend the conference will present at Learning Team Meetings	Pegg, Jeffrey	5/1/2016	LTM notes and agenda	6/2/2016 weekly

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. If we implement reading and math programs using differentiated instruction based on data driven instruction and collaborative planning then by June 2016 proficiency will increase.

G1.B2 Instruction with standards aligned with accurate data.

G1.B2.S1 Hire a instructional coach to provide professional development.

PD Opportunity 1

Reading coach will provide professional development to build teacher capacity for delivery of rich and relevant instruction.

Facilitator

Ann Lillie

Participants

All teachers

Schedule

Weekly, from 8/24/2015 to 6/2/2016

G1.B2.S2 Provide instructional supplies and resources to support building the capacity of the teachers.

PD Opportunity 1

The resource teachers and coach's will provide teachers with professional development on developing instructional strategies on how to unpack and implement the Florida State Standards.

Facilitator

Resource teachers and coach's

Participants

All teachers

Schedule

On 6/2/2016

G1.B2.S3 Provide opportunities for teachers to attend relevant professional development outside of the district.

PD Opportunity 1

Content area teachers will attend the ECTAC Conference

Facilitator

East Coast Technical Assistance Center

Participants

Specific content are teachers

Schedule

On 5/31/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Resource teachers will provide rigorous and relevant instruction across content areas.				\$189,816.09
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1391 - Wynnebrook Elementary School			\$27,295.19
			<i>Notes: Instructional supplies and resources (paper, pencils, ink/toner, chart paper, post-it notes, consumable workbooks, novels, markers, math manipulatives, easels, cd players, carpets)</i>			
			1391 - Wynnebrook Elementary School	Title I Part A	1.0	\$65,008.45
			<i>Notes: Salary and benefits for reading resource teacher (Purdy, Magda)</i>			
			1391 - Wynnebrook Elementary School	Title I Part A	1.0	\$65,008.45
			<i>Notes: salary and benefits for math resource teacher (Rejc, Carlene)</i>			
			1391 - Wynnebrook Elementary School	Title I Part A	0.5	\$32,504.00
			<i>Notes: salary for benefits for reading resource teacher (Lillie, Ann)</i>			
2	G1.B1.S2.A1	Implement core academic after school tutorials				\$39,928.59
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1391 - Wynnebrook Elementary School	Title I Part A		\$3,000.00
			<i>Notes: science tutoring (part time in system)</i>			
			1391 - Wynnebrook Elementary School	Title I Part A		\$18,250.00
			<i>Notes: reading/writing tutoring (part time in system)</i>			
			1391 - Wynnebrook Elementary School	Title I Part A		\$17,504.00
			<i>Notes: math tutoring (part time in system)</i>			
			1391 - Wynnebrook Elementary School	Title I Part A		\$1,174.59
			<i>Notes: instructional resources (Triumph Learning) workbooks</i>			
3	G1.B2.S1.A1	Reading coach will provide professional development to build teacher capacity for delivery of rich and relevant instruction.				\$35,945.40

Budget Data							
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			1391 - Wynnebrook Elementary School	Title I Part A	0.5	\$35,945.40	
			<i>Notes: .5 reading coach (Lillie, Ann) salary and benefits</i>				
4	G1.B2.S2.A1	The resource teachers and coach's will provide teachers with professional development on developing instructional strategies on how to unpack and implement the Florida State Standards.					\$0.00
5	G1.B2.S3.A1	Content area teachers will attend the ECTAC Conference					\$5,931.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			1391 - Wynnebrook Elementary School	Title I Part A		\$5,931.00	
			<i>Notes: ECTAC Conference</i>				
6	G1.B3.S1.A1						\$0.00
7	G1.B4.S1.A1	Parental workshops					\$4,700.45
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			1391 - Wynnebrook Elementary School	Title I Part A		\$4,700.45	
			<i>Notes: supplies (paper, ink cartridges, writing utensils, post its, card stock, chart paper, tape, file folders, pencils, highlighters, envelopes)</i>				
					Total:	\$276,321.53	