

The School District of Palm Beach County

Wynnebrook Elementary School



2016-17 Schoolwide Improvement Plan

Wynnebrook Elementary School

1167 DREXEL RD, West Palm Beach, FL 33417

<https://wyes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Wynnebrook Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. 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.

2. School Environment

a. 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

b. 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.

c. 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.

d. 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).

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	35	30	24	19	15	16	0	0	0	0	0	0	0	139
One or more suspensions	0	4	1	2	2	1	0	0	0	0	0	0	0	10
Course failure in ELA or Math	42	59	40	41	73	40	0	0	0	0	0	0	0	295
Level 1 on statewide assessment	0	0	0	21	27	26	0	0	0	0	0	0	0	74

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	13	13	10	25	30	26	0	0	0	0	0	0	0	117

c. 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:

- iReady
- Small group differentiated instruction
- iii, LLI, after school tutoring
- goal settings for identified students
- parent-student-teacher collaboration

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Attain a level of 68% of parental involvement.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Berry, Suzanne	Principal
Rejc, Carly	Instructional Coach
Stephenson, Andrea	Teacher, ESE
Lille, Ann	Instructional Coach
Bobrick, Mitch	Teacher, K-12
Collins, Steve	Assistant Principal

b. Duties

1. 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.
-Through Professional Learning Communities, teacher participate in shared decision making.

2. 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Adriana Torres	Parent
Alberto Torres	Parent
Leslie Millar	Teacher
Mitchell Bobrick	Teacher
Shane Bellotti	Parent
Adam Laing	Education Support Employee
Amy Lunsford	Parent
Brunel Ace	Parent
Carlene Rejc	Teacher
David Williams	Parent
Dejeanne Jules	Teacher
Janine James	Parent
Jennifer Brown	Business/Community
Lana Pistocchi	Parent
Lilia Esther Angere	Parent
Manette Etienne	Parent
Melissa Allman	Parent
Nicole Brown	Parent
Rayyan Mohammed	Parent
Rollex Lamour	Parent
Rosemarie Sinilcar	Parent
Sabrina Bellotti	Parent
Shane Belloti	Parent
Shaquala White	Parent
Suzanne Berry	Principal
Wiguens Charlestant	Parent
Yvonne Barnes	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council discussed the SY2015-2016 School Improvement Plan and made suggestions for the upcoming SY2016-2017 Plan.

b. Development of this school improvement plan

The School Advisory Council discussed the SY2015-2016 School Improvement Plan and made suggestions for the upcoming SY2016-2017 Plan.

c. Preparation of the school's annual budget and plan

The School Advisory Council discussed the SY2015-2016 School Improvement Plan and made suggestions for the upcoming SY2016-2017 Plan.

2. 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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Berry, Suzanne	Principal
Lille, Ann	Instructional Coach
Stephenson, Andrea	Teacher, ESE
Rejc, Carly	Instructional Coach
Bobrick, Mitch	Teacher, K-12
Collins, Steve	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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

Berry, Suzanne, suzanne.berry@palmbeachschools.org

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

pre/post assessments

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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

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

n/a

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

The greatest strength as this report states is that in the areas of Growth and Change (PYG), Wynnebrook's students have performed extremely well.

The area of need would be to focus on the student attendance percentages being too high and focus on root cause.

B. 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.

The staff at Wynnebrook will focus on those students and families that are continually absent and/or tardy. The focus will create a list of possible solutions to resolve these concerns. Along with administration regularly contacting the parents/guardians of the students to help resolve issues that may arise.

C. Strategic Goals

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 provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

Strategic Goals Detail

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1a

G083836

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	94.0
FSA ELA Achievement	81.0
FSA Mathematics Achievement	86.0
FCAT 2.0 Science Proficiency	69.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math Resource Teacher
- Reading Resource Teachers
- Writing Resource Teacher
- Community Support (Elk's Club)
- Single School Culture Coordinator

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 provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1

G083836

G1.B1 Limited time for differentiated instruction. 2

B222738

G1.B1.S1 Provide instructional programming customized to the individual strengths,needs,interests and aspirations of each learner. 4

S235036

Strategy Rationale

If we provide instructional programming customized to the individual .strengths,needs,interests and aspirations of each learner, then student achievement will increase.

Action Step 1 5

Writing resource teacher will model differentiated instruction for select grade levels.

Person Responsible

Katherine Boesel

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

schedule, lesson plans, push-in/pull-out schedules, rosters of students served, student data, work products

Action Step 2 5

Reading resource teacher will provide differentiated instruction, small group instruction, modeling for 4th grade students.

Person Responsible

Magda Purdy

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

schedule, lesson plans, rosters of students served, student data, work products

Action Step 3 5

Reading resource teacher will provide differentiated instruction, small group instruction, modeling for third grade students.

Person Responsible

Ann Lille

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

schedule, lesson plans, student rosters, student data, work products

Action Step 4 5

Reading resource teacher will provide differentiated instruction, small group instruction, modeling for primary students.

Person Responsible

Terra Scherz

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

schedule, lesson plans, student rosters, student data, work products

Action Step 5 5

Math resource teacher will provide differentiated instruction, small groups, modeling for select grade levels.

Person Responsible

Carly Rejc

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

schedule, lesson plans, student rosters, student data, work products

Action Step 6 5

Provide opportunities for extended learning through the implementation of after school tutorials.

Person Responsible

Steve Collins

Schedule

Weekly, from 1/16/2017 to 4/28/2017

Evidence of Completion

Lesson plans, attendance, student rosters, student data

Action Step 7 5

Provide an enriching and interactive learning environment in both the regular classroom and in tutorials.

Person Responsible

Suzanne Berry

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

purchase orders, requisitions, P-Card statements

Action Step 8 5

Provide and infuse engaging and interactive adaptive technology to support classroom instruction.

Person Responsible

Suzanne Berry

Schedule

On 6/1/2017

Evidence of Completion

usage reports, lab schedule, lesson plans

Action Step 9 5

Provide small group instruction for targeted ELL students.

Person Responsible

Suzanne Berry

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

schedule, lesson plans, student rosters, student data

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

Hold periodic debriefing meetings with resource teachers to ensure programs are being implemented with fidelity.

Person Responsible

Suzanne Berry

Schedule

Quarterly, from 10/17/2016 to 6/1/2017

Evidence of Completion

meeting notes, written feedback to resource teachers, review of evidences provided by resource teacher, reflection log

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

Meetings with lead tutors and AP to discuss program, attendance, and evidences of implementation.

Person Responsible

Suzanne Berry

Schedule

Monthly, from 11/1/2016 to 3/31/2017

Evidence of Completion

meeting notes, written feedback to lead tutors, review of evidences provided by AP

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

Person Responsible

Schedule

Evidence of Completion

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

B222739

G1.B2.S1 Build capacity of all teachers to provide instruction aligned to Florida State Standards. 4

S235037

Strategy Rationale

If we build capacity of all teachers to provide instruction aligned to Florida State Standards, then teachers will be able to increase student achievement.

Action Step 1 5

Through Professional Learning Communities, teachers will analyze data and develop instructional strategies to differentiate instruction.

Person Responsible

Suzanne Berry

Schedule

Annually, from 8/22/2016 to 6/1/2017

Evidence of Completion

PLC meeting agendas, sign-in sheets

Action Step 2 5

iReady Professional Development

Person Responsible

Schedule

On 6/1/2017

Evidence of Completion

Meeting Agendas, Sign-in sheets

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

Action Step 4 5

Vertical Planning Professional Development

Person Responsible

Carly Rejc

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Person Responsible

Suzanne Berry

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

G1.B4 Scheduling of family involvement meetings 2

B222741

G1.B4.S1 Provide parental engagement opportunities with flexible dates and times to accommodate parent and school staff schedules. 4

S235039

Strategy Rationale

If we are flexible with times and dates of parent engagement opportunities., then parent participation will increase.

Action Step 1 5

Host parent trainings with parental involvement activities that can be use at home to increase academic achievement.

Person Responsible

Suzanne Berry

Schedule

Monthly, from 8/24/2016 to 5/18/2017

Evidence of Completion

sign-in sheets, invitation, parent evaluations, agenda, evidence of interactiveness

Action Step 2 5

Parent Resource Room

Person Responsible

Steve Collins

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Parents sign in, notes and letters to parents of the availability

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M307652	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1 M307645	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.MA1 M307648	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.A3 A302934	[no content entered]		No Start Date		No End Date one-time
G1.B4.S1.MA1 M307650	[no content entered]		No Start Date		No End Date one-time
G1.B4.S1.MA1 M307651	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA3 M307647	Meetings with lead tutors and AP to discuss program, attendance, and evidences of implementation.	Berry, Suzanne	11/1/2016	meeting notes, written feedback to lead tutors, review of evidences provided by AP	3/31/2017 monthly
G1.B1.S1.A6 A302928	Provide opportunities for extended learning through the implementation of after school tutorials.	Collins, Steve	1/16/2017	Lesson plans, attendance, student rosters, student data	4/28/2017 weekly
G1.B4.S1.A1 A302936	Host parent trainings with parental involvement activities that can be use at home to increase...	Berry, Suzanne	8/24/2016	sign-in sheets, invitation, parent evaluations, agenda, evidence of interactiveness	5/18/2017 monthly
G1.B1.S1.MA1 M307646	Hold periodic debriefing meetings with resource teachers to ensure programs are being implemented...	Berry, Suzanne	10/17/2016	meeting notes, written feedback to resource teachers, review of evidences provided by resource teacher, reflection log	6/1/2017 quarterly
G1.B1.S1.A2 A302924	Reading resource teacher will provide differentiated instruction, small group instruction, modeling...	Purdy, Magda	8/22/2016	schedule, lesson plans, rosters of students served, student data, work products	6/1/2017 daily
G1.B1.S1.A3 A302925	Reading resource teacher will provide differentiated instruction, small group instruction, modeling...	Lille, Ann	8/22/2016	schedule, lesson plans, student rosters, student data, work products	6/1/2017 daily
G1.B1.S1.A4 A302926	Reading resource teacher will provide differentiated instruction, small group instruction, modeling...	Scherz, Terra	8/22/2016	schedule, lesson plans, student rosters, student data, work products	6/1/2017 daily
G1.B1.S1.A5 A302927	Math resource teacher will provide differentiated instruction, small groups, modeling for select...	Rejc, Carly	8/22/2016	schedule, lesson plans, student rosters, student data, work products	6/1/2017 daily
G1.B1.S1.A7 A302929	Provide an enriching and interactive learning environment in both the regular classroom and in...	Berry, Suzanne	8/22/2016	purchase orders, requisitions, P-Card statements	6/1/2017 daily
G1.B1.S1.A8 A302930	Provide and infuse engaging and interactive adaptive technology to support classroom instruction.	Berry, Suzanne	8/22/2016	usage reports, lab schedule, lesson plans	6/1/2017 one-time
G1.B1.S1.A9 A302931	Provide small group instruction for targeted ELL students.	Berry, Suzanne	8/22/2016	schedule, lesson plans, student rosters, student data	6/1/2017 daily
G1.B2.S1.A1 A302932	Through Professional Learning Communities, teachers will analyze data and develop instructional...	Berry, Suzanne	8/22/2016	PLC meeting agendas, sign-in sheets	6/1/2017 annually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A2  A302933	iReady Professional Development		8/22/2016	Meeting Agendas, Sign-in sheets	6/1/2017 one-time
G1.B2.S1.A4  A302935	Vertical Planning Professional Development	Rejc, Carly	8/22/2016		6/1/2017 monthly
G1.B4.S1.A2  A302937	Parent Resource Room	Collins, Steve	8/22/2016	Parents sign in, notes and letters to parents of the availability	6/1/2017 weekly
G1.B1.S1.A1  A302923	Writing resource teacher will model differentiated instruction for select grade levels.	Boesel, Katherine	8/15/2016	schedule, lesson plans, push-in/pull-out schedules, rosters of students served, student data, work products	6/2/2017 daily
G1.B2.S1.MA1  M307649	[no content entered]	Berry, Suzanne	8/22/2016		6/2/2017 daily

V. Professional Development Opportunities

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

G1.B2 Instruction with standards aligned with accurate data.

G1.B2.S1 Build capacity of all teachers to provide instruction aligned to Florida State Standards.

PD Opportunity 1

Vertical Planning Professional Development

Facilitator

Participants

Schedule

Monthly, from 8/22/2016 to 6/1/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Writing resource teacher will model differentiated instruction for select grade levels.				\$33,171.23
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	1391 - Wynnebrook Elementary School	Title I, Part A	0.5	\$33,171.23
<i>Notes: Salary and benefits for writing resource teacher - Boesel</i>						
2	G1.B1.S1.A2	Reading resource teacher will provide differentiated instruction, small group instruction, modeling for 4th grade students.				\$66,342.45
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	1391 - Wynnebrook Elementary School	Title I, Part A	1.0	\$66,342.45
<i>Notes: salary and benefits reading resource teacher - Purdy</i>						
3	G1.B1.S1.A3	Reading resource teacher will provide differentiated instruction, small group instruction, modeling for third grade students.				\$66,342.45
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	1391 - Wynnebrook Elementary School	Title I, Part A		\$66,342.45
<i>Notes: salary and benefits reading resource teacher - Lillie</i>						
4	G1.B1.S1.A4	Reading resource teacher will provide differentiated instruction, small group instruction, modeling for primary students.				\$66,342.45
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	1391 - Wynnebrook Elementary School	Title I, Part A	1.0	\$66,342.45
<i>Notes: salary and benefits reading resource teacher - Scherz</i>						
5	G1.B1.S1.A5	Math resource teacher will provide differentiated instruction, small groups, modeling for select grade levels.				\$66,342.45
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	1391 - Wynnebrook Elementary School	Title I, Part A	1.0	\$66,342.45
<i>Notes: salary and benefits math resource teacher - Rejc</i>						
6	G1.B1.S1.A6	Provide opportunities for extended learning through the implementation of after school tutorials.				\$34,773.75

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	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1391 - Wynnebrook Elementary School	Title I, Part A		\$34,773.75
			<i>Notes: Tutorial\ salary and benefits</i>			
7	G1.B1.S1.A7	Provide an enriching and interactive learning environment in both the regular classroom and in tutorials.				\$17,750.19
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1391 - Wynnebrook Elementary School	Title I, Part A		\$17,750.19
			<i>Notes: Paper, pencils, ink, pencil sharpeners, index Cards, card stock, index rings, wipe off markers/erases, highlighters, pens, sticky notes, note pads, binders, binder clips, folders, envelopes, chart paper, sentence strips, construction paper</i>			
8	G1.B1.S1.A8	Provide and infuse engaging and interactive adaptive technology to support classroom instruction.				\$4,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	1391 - Wynnebrook Elementary School	Title I, Part A		\$4,400.00
			<i>Notes: Online Programs</i>			
9	G1.B1.S1.A9	Provide small group instruction for targeted ELL students.				\$27,882.27
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	160-Other Support Personnel	1391 - Wynnebrook Elementary School	Title I, Part A		\$27,882.27
			<i>Notes: Salary and benefits CLF Maribel Bilbao</i>			
10	G1.B2.S1.A1	Through Professional Learning Communities, teachers will analyze data and develop instructional strategies to differentiate instruction.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	1391 - Wynnebrook Elementary School	Title I, Part A		\$1,000.00
			<i>Notes: Copy Paper, pens, folders, post it notes, chart paper, markers, tape, binders, dividers, professional development books and resources.</i>			
11	G1.B2.S1.A2	iReady Professional Development				\$0.00
12	G1.B2.S1.A3					\$0.00
13	G1.B2.S1.A4	Vertical Planning Professional Development				\$0.00
14	G1.B4.S1.A1	Host parent trainings with parental involvement activities that can be use at home to increase academic achievement.				\$5,522.31
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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	6150	510-Supplies	1391 - Wynnebrook Elementary School	Title I, Part A		\$4,722.31
			<i>Notes: Sharpies; markers,tape,glue, staples, staplers wipe off board cleaner,paper clips, batteries, flash cards,sheet protectors, dividers, labels, file folders, crayons, parent involvement center supplies white out.</i>			
	6150	370-Communications	1391 - Wynnebrook Elementary School	Title I, Part A		\$300.00
			<i>Notes: Stamps for mailing</i>			
	6150	644-Computer Hardware Non-Capitalized	1391 - Wynnebrook Elementary School	Title I, Part A		\$500.00
			<i>Notes: Printers</i>			
15	G1.B4.S1.A2	Parent Resource Room				\$0.00
					Total:	\$389,869.55