

The School District of Palm Beach County

Wynnebrook Elementary School



2017-18 Schoolwide Improvement Plan

Wynnebrook Elementary School

1167 DREXEL RD, West Palm Beach, FL 33417

<https://wyes.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2016-17 Title I School</p> <p>Yes</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>95%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>92%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Wynnebrook Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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)(i) to show appreciation for multicultural diversity, 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

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Flag education
- Civil government: functions and interrelationships
- History of the United States
- Principles of Agriculture
- Effects of alcohol and narcotics
- Kindness to animals
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their

learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Wynnebrook Elementary School prides itself with having a Single School Culture, focused on academics, behavior, and climate, built upon 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.

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness.

- All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school.
- All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non-academic, age appropriate activities including sports, dances, clubs, field trips, and community service activities.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	21	30	25	28	19	16	0	0	0	0	0	0	0	139
One or more suspensions	0	0	1	7	1	2	0	0	0	0	0	0	0	11
Course failure in ELA or Math	33	50	32	32	50	40	0	0	0	0	0	0	0	237
Level 1 on statewide assessment	0	0	0	24	16	33	0	0	0	0	0	0	0	73

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	6	12	3	24	23	29	0	0	0	0	0	0	0	97

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
- parent-student-teacher collaboration
- consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/444974>.

2. Description

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

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

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.
- ~ Single School Culture Coordinator: Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards. The Single School Culture Coordinator also meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan.
- ~ 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, teachers 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
Mitchell Bobrick	Teacher
Adam Laing	Education Support Employee
Melissa Allman	Parent
Nicole Brown	Parent
Suzanne Berry	Principal
Yvonne Barnes	Parent
Abrawildros Cordero	Parent
Arlene Rodriguez	Parent
Brianna Lusk	Business/Community
Hunter Jones	Teacher
Jeneat Johnson	Parent
Jennifer Holden	Teacher
Ryan Persad	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council discussed the SY2016-2017 School Improvement Plan and made suggestions for the upcoming SY2017-2018 Plan.

b. Development of this school improvement plan

The School Advisory Council discussed the SY2016-2017 School Improvement Plan and made suggestions for the upcoming SY2017-2018 Plan.

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

The School Advisory Council discussed the SY2016-2017 School Improvement Plan and made suggestions for the upcoming SY2017-2018 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in 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. Collaboration between special education teachers, general education teachers and related service providers as appropriate to meet the needs of Students with Disabilities.

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.

~ Administration will use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

Students with Disabilities: Provide specially designed instruction per student's IEP needs.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

As an intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Wynnebrook Elementary School offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the kindergarten program at Wynnebrook Elementary School, we engage in the following kindergarten transition activities:

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.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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

G094907

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0
FSA ELA Achievement	73.0
FSA Mathematics Achievement	85.0
FCAT 2.0 Science Proficiency	55.0

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
- Science Resource Teacher

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

G094907

G1.B1 Limited time for differentiated instruction. 2

B255341

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

S269829

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

Yanelin Yanes

Schedule

Daily, from 8/14/2017 to 6/1/2018

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

Jenna Lacy

Schedule

Daily, from 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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

Magda Purdy

Schedule

Daily, from 8/14/2017 to 6/1/2018

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 8/14/2017 to 6/1/2018

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 10/11/2017 to 4/6/2018

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 8/14/2017 to 6/1/2018

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 6/1/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

schedule, lesson plans, student rosters, student data

Action Step 10 5

Science resource teacher will provide differentiated instruction, small group instruction, and modeling for selected grade levels.

Person Responsible

Michael Mann

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

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 10/16/2017 to 6/1/2018

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 11/6/2017 to 4/9/2018

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

B255342

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

S269830

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 8/14/2017 to 6/1/2018

Evidence of Completion

PLC meeting agendas, sign-in sheets

Action Step 2 5

iReady Professional Development

Person Responsible

Carly Rejc

Schedule

On 6/1/2018

Evidence of Completion

Meeting Agendas, Sign-in sheets

Action Step 3 5

Vertical Planning Professional Development

Person Responsible

Carly Rejc

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Meeting Agendas, Sign-in sheets

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G1.B2.S2 Develop and implement a comprehensive literacy professional development plan to support teachers' growth in planning for and delivering differentiated literacy instruction. 4

S269831

Strategy Rationale

If we develop and implement a comprehensive literacy professional development plan, then teachers will be able to increase student achievement.

Action Step 1 5

ECTAC Fall Forum

Person Responsible

Suzanne Berry

Schedule

On 9/13/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Person Responsible

Suzanne Berry

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Person Responsible


Schedule

Evidence of Completion

G1.B3 Scheduling of family involvement meetings 2

 B255343

G1.B3.S1 Provide parental engagement opportunities with flexible dates and times to accommodate parent and school staff schedules. 4

 S269832

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 8/17/2017 to 5/17/2018

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 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

Person Responsible

Schedule

Evidence of Completion



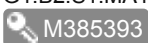
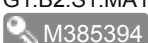




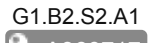
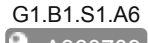
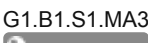
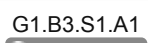
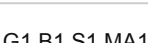

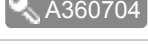
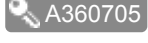


Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

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
2018					
G1.MA1  M385399	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1  M385390	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.MA1  M385393	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.MA1  M385394	[no content entered]		No Start Date		No End Date one-time
G1.B3.S1.MA1  M385397	[no content entered]		No Start Date		No End Date one-time
G1.B3.S1.MA1  M385398	[no content entered]		No Start Date		No End Date one-time
G1.B2.S2.MA1  M385395	[no content entered]		No Start Date		No End Date one-time
G1.B2.S2.MA1  M385396	[no content entered]	Berry, Suzanne	No Start Date		No End Date one-time
G1.B2.S2.A1  A360717	ECTAC Fall Forum	Berry, Suzanne	9/11/2017		9/13/2017 one-time
G1.B1.S1.A6  A360709	Provide opportunities for extended learning through the implementation of after school tutorials.	Collins, Steve	10/11/2017	Lesson plans, attendance, student rosters, student data	4/6/2018 weekly
G1.B1.S1.MA3  M385392	Meetings with lead tutors and AP to discuss program, attendance, and evidences of implementation.	Berry, Suzanne	11/6/2017	meeting notes, written feedback to lead tutors, review of evidences provided by AP	4/9/2018 monthly
G1.B3.S1.A1  A360718	Host parent trainings with parental involvement activities that can be use at home to increase...	Berry, Suzanne	8/17/2017	sign-in sheets, invitation, parent evaluations, agenda, evidence of interactiveness	5/17/2018 monthly
G1.B1.S1.MA1  M385391	Hold periodic debriefing meetings with resource teachers to ensure programs are being implemented...	Berry, Suzanne	10/16/2017	meeting notes, written feedback to resource teachers, review of evidences provided by resource teacher, reflection log	6/1/2018 quarterly
G1.B1.S1.A1  A360704	Writing resource teacher will model differentiated instruction for select grade levels.	Yanes, Yanelin	8/14/2017	schedule, lesson plans, push-in/pull-out schedules, rosters of students served, student data, work products	6/1/2018 daily
G1.B1.S1.A2  A360705	Reading resource teacher will provide differentiated instruction, small group instruction, modeling...	Lacy, Jenna	8/14/2017	schedule, lesson plans, rosters of students served, student data, work products	6/1/2018 daily
G1.B1.S1.A3  A360706	Reading resource teacher will provide differentiated instruction, small group instruction, modeling...	Lille, Ann	8/14/2017	schedule, lesson plans, student rosters, student data, work products	6/1/2018 daily
G1.B1.S1.A4  A360707	Reading resource teacher will provide differentiated instruction, small group instruction, modeling...	Purdy, Magda	8/14/2017	schedule, lesson plans, student rosters, student data, work products	6/1/2018 daily
G1.B1.S1.A5  A360708	Math resource teacher will provide differentiated instruction, small groups, modeling for select...	Rejc, Carly	8/14/2017	schedule, lesson plans, student rosters, student data, work products	6/1/2018 daily

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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.B1.S1.A7 A360710	Provide an enriching and interactive learning environment in both the regular classroom and in...	Berry, Suzanne	8/14/2017	purchase orders, requisitions, P-Card statements	6/1/2018 daily
G1.B1.S1.A8 A360711	Provide and infuse engaging and interactive adaptive technology to support classroom instruction.	Berry, Suzanne	8/14/2017	usage reports, lab schedule, lesson plans	6/1/2018 one-time
G1.B1.S1.A9 A360712	Provide small group instruction for targeted ELL students.	Berry, Suzanne	8/14/2017	schedule, lesson plans, student rosters, student data	6/1/2018 daily
G1.B1.S1.A10 A360713	Science resource teacher will provide differentiated instruction, small group instruction, and...	Mann, Michael	8/14/2017	schedule, lesson plans, rosters of students served, student data, work products	6/1/2018 daily
G1.B2.S1.A1 A360714	Through Professional Learning Communities, teachers will analyze data and develop instructional...	Berry, Suzanne	8/14/2017	PLC meeting agendas, sign-in sheets	6/1/2018 annually
G1.B2.S1.A2 A360715	iReady Professional Development	Rejc, Carly	8/14/2017	Meeting Agendas, Sign-in sheets	6/1/2018 one-time
G1.B2.S1.A3 A360716	Vertical Planning Professional Development	Rejc, Carly	8/14/2017	Meeting Agendas, Sign-in sheets	6/1/2018 monthly
G1.B3.S1.A2 A360719	Parent Resource Room	Collins, Steve	8/14/2017	Parents sign in, notes and letters to parents of the availability	6/1/2018 weekly

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

Carly Rejc

Participants

All teachers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

G1.B2.S2 Develop and implement a comprehensive literacy professional development plan to support teachers' growth in planning for and delivering differentiated literacy instruction.

PD Opportunity 1

ECTAC Fall Forum

Facilitator

Suzanne Berry

Participants

Schedule

On 9/13/2017

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.				\$37,306.63
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	120-Classroom Teachers	1391 - Wynnebrook Elementary School	Title, I Part A	0.5	\$37,306.63
			<i>Notes: Salary and benefits - Yanes</i>			
2	G1.B1.S1.A10	Science resource teacher will provide differentiated instruction, small group instruction, and modeling for selected grade levels.				\$67,013.25
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	120-Classroom Teachers	1391 - Wynnebrook Elementary School	Title, I Part A	1.0	\$67,013.25
			<i>Notes: Salary and benefits - Mann</i>			
3	G1.B1.S1.A2	Reading resource teacher will provide differentiated instruction, small group instruction, modeling for 4th grade students.				\$67,013.25
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	120-Classroom Teachers	1391 - Wynnebrook Elementary School	Title, I Part A	1.0	\$67,013.25
			<i>Notes: Salary and benefits - Lacy</i>			
4	G1.B1.S1.A3	Reading resource teacher will provide differentiated instruction, small group instruction, modeling for third grade students.				\$67,013.25
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	120-Classroom Teachers	1391 - Wynnebrook Elementary School	Title, I Part A	1.0	\$67,013.25
			<i>Notes: Salary and benefits - Lillie</i>			
5	G1.B1.S1.A4	Reading resource teacher will provide differentiated instruction, small group instruction, modeling for primary students.				\$67,013.25
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	120-Classroom Teachers	1391 - Wynnebrook Elementary School	Title, I Part A	1.0	\$67,013.25
			<i>Notes: Salary and benefits - Purdy</i>			
6	G1.B1.S1.A5	Math resource teacher will provide differentiated instruction, small groups, modeling for select grade levels.				\$67,013.25

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	120-Classroom Teachers	1391 - Wynnebrook Elementary School	Title, I Part A	1.0	\$67,013.25
			<i>Notes: Salary and benefits - TBD</i>			
7	G1.B1.S1.A6	Provide opportunities for extended learning through the implementation of after school tutorials.				\$67,731.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	120-Classroom Teachers	1391 - Wynnebrook Elementary School	Title, I Part A	0.0	\$67,731.00
			<i>Notes: Tutorial salary and benefits</i>			
8	G1.B1.S1.A7	Provide an enriching and interactive learning environment in both the regular classroom and in tutorials.				\$35,362.89
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3336	510-Supplies	1391 - Wynnebrook Elementary School	Title, I Part A		\$35,362.89
			<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>			
	3336	510-Supplies	1391 - Wynnebrook Elementary School	Title, I Part A		\$0.00
			<i>Notes: Math manipulatives, calculators, scales, rulers, flash cards, index cards, whiteboards, markers, chart paper, copy paper, erasers, pencils, pens, notebooks, post its, index cards.</i>			
9	G1.B1.S1.A8	Provide and infuse engaging and interactive adaptive technology to support classroom instruction.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	1391 - Wynnebrook Elementary School	Title I, Part A		\$0.00
			<i>Notes: Online Programs</i>			
10	G1.B1.S1.A9	Provide small group instruction for targeted ELL students.				\$29,589.57
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	160-Other Support Personnel	1391 - Wynnebrook Elementary School	Title, I Part A	1.0	\$29,589.57
			<i>Notes: CLF - Bilbao</i>			
11	G1.B2.S1.A1	Through Professional Learning Communities, teachers will analyze data and develop instructional strategies to differentiate instruction.				\$0.00
12	G1.B2.S1.A2	iReady Professional Development				\$0.00
13	G1.B2.S1.A3	Vertical Planning Professional Development				\$0.00

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14	G1.B2.S2.A1	ECTAC Fall Forum				\$7,651.29
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3376	330-Travel	1391 - Wynnebrook Elementary School	Title, I Part A		\$7,651.29
			<i>Notes: 9/11-9/13</i>			
15	G1.B3.S1.A1	Host parent trainings with parental involvement activities that can be use at home to increase academic achievement.				\$5,698.88
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	210000-POSTAGE	1391 - Wynnebrook Elementary School	Title, I Part A		\$800.00
			<i>Notes: postage for parent communication</i>			
	3336	510-Supplies	1391 - Wynnebrook Elementary School	Title, I Part A		\$4,898.88
			<i>Notes: copy paper, pens, pencils, markers, chart paper, paper clips, binder clips, card stock, notepads, printer ink, pencil sharpener, highlighters, post its, sharpies, erasers, folders, envelopes, scissors, labels, file folders</i>			
16	G1.B3.S1.A2	Parent Resource Room				\$0.00
					Total:	\$518,406.51