

The School District of Palm Beach County

Wynnebrook Elementary School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 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	93%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Duties

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

Our leadership team meets weekly to discuss academic and emotional needs of our students. An academic review of data collected is conducted during the meeting and plans are made to address any changes needed to successfully reach the School Improvement Plan goal for third grade reading proficiency.

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.

~ Reading Coach: Responsible for delivering and monitoring PD for teachers.

~ Select 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 core instruction and intervention, collaborates with other staff to implement supplemental interventions, and integrates core materials and supplemental and intensive 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 intensive instruction.
~ Through Professional Learning Communities, teachers participate in shared decision making.

Early Warning Systems

Year 2017-18

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	28	29	25	33	26	22	0	0	0	0	0	0	0	163
One or more suspensions	2	3	2	5	3	3	0	0	0	0	0	0	0	18
Course failure in ELA or Math	25	54	18	30	67	42	0	0	0	0	0	0	0	236
Level 1 on statewide assessment	0	0	0	23	21	25	0	0	0	0	0	0	0	69

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	16	2	26	35	27	0	0	0	0	0	0	0	112

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	22	31	38	32	33	0	0	0	0	0	0	0	157
Retained Students: Previous Year(s)	1	22	29	36	31	33	0	0	0	0	0	0	0	152

Date this data was collected

Thursday 9/13/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA achievement in 3rd grade is the data component that we will be targeting this year. In the 2017-2018 school year, 67% of students achieved level 3 or higher on the FSA. Although achievement increased from the 2016-2017 school year, our goal of 70% has not been achieved.

Which data component showed the greatest decline from prior year?

Math Learning Gains showed the greatest decline from the prior year. In the 2017 school year, 78% of students made learning gains, and in the 2018 school year 75% of students made learning gains, resulting in a decline of 3%.

Which data component had the biggest gap when compared to the state average?

All subgroups exceeded the state average for achievement.

Which data component showed the most improvement? Is this a trend?

Science achievement showed the most improvement, increasing from 54% in 2017 to 72% in 2018. We hope that this is a trend and that achievement is even higher in the 2019 school year.

Describe the actions or changes that led to the improvement in this area.

A science resource teacher was hired to provide additional small-group instruction to science classrooms. Also, school created common assessments were revised with inclusion of fair game standards in every unit.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	79%	57%	56%	76%	52%	52%
ELA Learning Gains	82%	61%	55%	74%	56%	52%
ELA Lowest 25th Percentile	72%	56%	48%	65%	51%	46%
Math Achievement	83%	65%	62%	84%	61%	58%
Math Learning Gains	76%	63%	59%	81%	61%	58%
Math Lowest 25th Percentile	66%	53%	47%	69%	51%	46%
Science Achievement	73%	56%	55%	64%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	28 (21)	29 (30)	25 (25)	33 (28)	26 (19)	22 (16)	163 (139)
One or more suspensions	2 (0)	3 (0)	2 (1)	5 (7)	3 (1)	3 (2)	18 (11)
Course failure in ELA or Math	25 (33)	54 (50)	18 (32)	30 (32)	67 (50)	42 (40)	236 (237)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	23 (24)	21 (16)	25 (33)	69 (73)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	67%	56%	11%	57%	10%
	2017	65%	54%	11%	58%	7%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	80%	58%	22%	56%	24%
	2017	81%	57%	24%	56%	25%
Same Grade Comparison		-1%				
Cohort Comparison		15%				
05	2018	82%	59%	23%	55%	27%
	2017	66%	52%	14%	53%	13%
Same Grade Comparison		16%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	79%	63%	16%	62%	17%
	2017	81%	62%	19%	62%	19%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	82%	63%	19%	62%	20%
	2017	86%	64%	22%	64%	22%
Same Grade Comparison		-4%				
Cohort Comparison		1%				
05	2018	79%	66%	13%	61%	18%
	2017	82%	61%	21%	57%	25%
Same Grade Comparison		-3%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	70%	56%	14%	55%	15%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	64	74	63	60	69	63	51				
ELL	77	83	69	82	76	73	60				
BLK	80	80	80	76	71	59	75				
HSP	78	81	67	87	78	72	69				
WHT	85	95		97	80		73				
FRL	79	82	72	83	75	65	73				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	53	42	43	67	69	61	32				
ELL	73	61	50	82	70	61	50				
BLK	70	61	61	88	83	85	57				
HSP	69	64	50	81	72	61	48				
WHT	83	79		83	84						
FRL	70	63	52	83	78	69	53				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Provide effective and relevant instruction to meet the needs of all students to increase reading achievement on grade level by 3rd grade. LTO #1
Rationale	Based on the success we have had with small group instruction and differentiated instruction with additional resource teachers, we hope to increase reading proficiency in 3rd grade from 67% to 70%.
Intended Outcome	In alignment with the School District of Palm Beach County's Strategic Plan, we would like to increase our 3rd grade reading proficiency to 70% IN FY19, to strive towards the long term outcome of 75% in FY21.
Point Person	Suzanne Berry (suzanne.berry@palmbeachschools.org)
Action Step	
Description	<p>Pillars of Effective Instruction-Students are immersed in rigorous tasks encompassing the full intent of Florida State Standards and content required by Florida State Statutes 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment with School Board Policy 2.09 with a focus on Reading and Writing across the content areas.</p> <ul style="list-style-type: none"> -Continue with standards based PLC's to incorporate differentiated small group instruction across all content areas (Rejc) -Implement the support of Community Language Facilitators and ESOL guidance counselor (ESOL Coordinator) -Single school culture coordinator will support all PLC's focused on a single school culture of data analysis, data driven instruction, and standards based lesson planning with a focus on equity and access for all students (Rejc) -Implement accessible and equitable after school tutorial program to reinforce skills necessary to be successful for personalized student growth. Hold meetings with lead tutors to discuss program, attendance, and evidences of implementation. (Collins) -English Language Arts resource teachers will provide differentiated and small group instruction. (Yanes, Purdy, Lillie, La Foy, Blakefield) -Provide an enriching and interactive learning environment in both the regular classroom and in tutorials. (Berry) -Provide and infuse engaging and interactive adaptive technology to support classroom instruction. (Berry) -Hold periodic debriefing meetings with resource teachers to ensure programs are being implemented with fidelity. (Berry) -i-Ready professional development (Rejc) -Vertical planning professional development (Rejc) -Schedule parent meetings at times in the evenings so they can attend (Berry) -Conduct parent meetings targeting how parents can help with Reading and Math at home (Berry) -Provide childcare at parent meetings (Berry) -Provide translators for parent meetings (Berry)
Person Responsible	Suzanne Berry (suzanne.berry@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Ongoing monitoring by the leadership team to review Coaching support, Professional Development and data. Leadership will meet with the Single School Culture Coordinator to analyze and review PD support, student data (Common assessments, Scholastic Reading Inventory, i-Ready, Fountas and Pinnell RRR, district diagnostic tests). teacher schedules,

lesson plans, push-in schedules, rosters of students served, student data, and work folders.

Person Responsible Suzanne Berry (suzanne.berry@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Attain a level of 68% of parental involvement.

PFEP Link

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

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).

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.

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 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 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 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.

SAI

The School District 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. 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.

Other Programs

Wynnebrook 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. Our fifth grade focuses on the Holocaust studies and culminates with a visit to the Holocaust Memorial Museum in Washington DC.

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

Part V: Budget	
Total:	\$0.00