

The School District of Palm Beach County

Wynnebrook Elementary School



2019-20 Schoolwide Improvement Plan

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Wynnebrook Elementary School

1167 DREXEL RD, West Palm Beach, FL 33417

<https://wyes.palmbeachschools.org>

Demographics

Principal: Suzanne Berry

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (72%) 2017-18: A (76%) 2016-17: A (68%) 2015-16: A (73%) 2014-15: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/20/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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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. 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	Job Duties and Responsibilities
Berry, Suzanne	Principal	Instructional leader in charge of executing, monitoring personnel, resources, and strategies to ensure an equitable and accessible education for all students.
Rejc, Carly	Instructional Coach	Provide teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with the Florida standards. Apply the principles and practices of a Multi-Tiered System of Supports in behavior and academic interventions to meet student needs. Provide instructional programming in literacy, mathematics, science, and social studies.
Stephenson, Andrea	Teacher, ESE	Oversee the education of students with physical, emotional, mental, and learning disabilities. Design and deliver lessons geared towards the individual needs and capabilities of students.
Lille, Ann	Instructional Coach	Analyzes and uses data to identify professional development needs and to evaluate, improve and report on program effectiveness. Develops, coordinates and oversees district-wide professional learning programs in alignment with district goals and initiatives.
Bobrick, Mitch	Teacher, K-12	Assists students to improve their literacy skills. Collaborates with teachers to promote the learning and implementation of best practices in literacy instruction. Helps lead school-wide efforts to improve literacy instruction. Examines data to measure the success of literacy programs and instruction.
Collins, Steve	Assistant Principal	Instructional leader in charge of executing, monitoring personnel, resources, and strategies to ensure an equitable and accessible education for all students.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	141	134	160	141	173	146	0	0	0	0	0	0	0	895
Attendance below 90 percent	25	16	20	16	23	13	0	0	0	0	0	0	0	113
One or more suspensions	2	1	5	3	2	2	0	0	0	0	0	0	0	15
Course failure in ELA or Math	4	41	31	15	80	41	0	0	0	0	0	0	0	212
Level 1 on statewide assessment	0	0	0	22	21	19	0	0	0	0	0	0	0	62

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	10	7	12	24	21	0	0	0	0	0	0	0	76

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	2	8	7	5	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

71

Date this data was collected or last updated

Friday 9/27/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	16	2	26	35	27	0	0	0	0	0	0	0	112

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	6	16	2	26	35	27	0	0	0	0	0	0	0	112

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	72%	58%	57%	72%	53%	55%
ELA Learning Gains	68%	63%	58%	64%	59%	57%
ELA Lowest 25th Percentile	63%	56%	53%	54%	55%	52%
Math Achievement	86%	68%	63%	84%	62%	61%
Math Learning Gains	75%	68%	62%	78%	62%	61%
Math Lowest 25th Percentile	71%	59%	51%	70%	53%	51%
Science Achievement	66%	51%	53%	54%	51%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	141 (0)	134 (0)	160 (0)	141 (0)	173 (0)	146 (0)	895 (0)
Attendance below 90 percent	25 (28)	16 (29)	20 (25)	16 (33)	23 (26)	13 (22)	113 (163)
One or more suspensions	2 (2)	1 (3)	5 (2)	3 (5)	2 (3)	2 (3)	15 (18)
Course failure in ELA or Math	4 (25)	41 (54)	31 (18)	15 (30)	80 (67)	41 (42)	212 (236)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	22 (23)	21 (21)	19 (25)	62 (69)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	59%	54%	5%	58%	1%
	2018	67%	56%	11%	57%	10%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	73%	62%	11%	58%	15%
	2018	80%	58%	22%	56%	24%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-7%				
Cohort Comparison		6%				
05	2019	74%	59%	15%	56%	18%
	2018	82%	59%	23%	55%	27%
Same Grade Comparison		-8%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	82%	65%	17%	62%	20%
	2018	79%	63%	16%	62%	17%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	82%	67%	15%	64%	18%
	2018	82%	63%	19%	62%	20%
Same Grade Comparison		0%				
Cohort Comparison		3%				
05	2019	85%	65%	20%	60%	25%
	2018	79%	66%	13%	61%	18%
Same Grade Comparison		6%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	65%	51%	14%	53%	12%
	2018	70%	56%	14%	55%	15%
Same Grade Comparison		-5%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	51	49	42	70	62	59	37				
ELL	70	66	62	88	74	78	65				
BLK	72	65	53	82	75	59	63				
HSP	72	72	71	88	76	89	66				
WHT	77	50		87	50						
FRL	72	69	64	85	76	73	65				

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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	547
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	69
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	64
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	73
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

3rd grade reading showed the lowest performance, having 59% level 3 and above (FY18 67%), 26% level 2 (FY18 23%), 15% level 1 (FY18 10%) , 16% level 4 (FY18 21%), and 3% level 5 (FY18 4%). A contributing factor was having new teachers in core content areas. Many level 1 students did meet good cause on untimed assessments that warranted promotion. This was not a trend, as we were predicted to have 70% proficiency according to the PBCSD diagnostic test, and had been increasing proficiency for several years prior according to FSA results. We still outperformed the state and district in FY19, which were 58% level 3 and above for the state of Florida, and 54% level 3 and above for Palm Beach County School district.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline was ELA Learning gains of the lowest 25%, which was 63% in FY18 and 42% on FY19. The factors that contributed to this decline was a high number of 6s on FSA writes for 4th grade, which affects the overall ELA score. Also, low scores in the key ideas and details cluster contributed to lower ELA scores, which shows a need in teacher professional development.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All data components showed better performance than the state averages. However our LTO target is 80% for 3rd grade reading which shows a 21% gap with our proficiency of 59%. A contributing factor was having new teachers in core content areas, which shows a need for teacher professional development.

Which data component showed the most improvement? What new actions did your school take in this area?

Math learning gains of the lowest 25% showed the most improvement with +5%. All teachers delivered standards-based instruction in small groups, and planned collaboratively in Professional Learning Communities.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Course failure in 4th grade, attendance below 90% in 4th grade.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. 3rd grade reading proficiency
2. Learning gains of the lowest 25% in the area of ELA
3. SWD learning gains in the area of ELA

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress towards student achievement within ELA and Math in alignment with the District's Strategic Plan; LTO #1; Increase reading on grade level by 3rd grade; and LTO 2; Ensure high school readiness.
Rationale	3rd grade reading showed the lowest performance at 59% proficiency. A contributing factor was having new teachers in core content areas. Many level 1 students did meet good cause on untimed assessments that warranted promotion. This was not a trend, as we were predicted to have 70% proficiency according to the PBCSD diagnostic test, and had been increasing proficiency for several years prior according to FSA results. The data component that showed the greatest decline was ELA Learning gains of the lowest 25%. The factors that contributed to this decline was a high number of 6s on FSA writes for 4th grade, which affects the overall ELA score. Also, low scores in the key ideas and details cluster contributed to lower ELA scores, which shows a need in teacher professional development.
State the measurable outcome the school plans to achieve	Our measurable goals for FY20 will be to have a 65% proficiency on the 3rd grade reading FSA. This would be an increase of 6%. In ELA learning gains of the lowest 25%, our goal is to increase from 42% to 50% in FY20.
Person responsible for monitoring outcome	Suzanne Berry (suzanne.berry@palmbeachschools.org)
Evidence-based Strategy	<ul style="list-style-type: none"> a. Students will be remediated and enriched through digital and blended learning opportunities using adaptive technology (Suzanne Berry) b. ELA teachers will engage in standards-based instruction planning and professional development in Professional Learning Communities. Teachers will analyze standards and Test Item Specifications during the planning process (Carlene Rejc) c. Differentiated small group instruction within the ELA classroom (Suzanne Berry) d. Afterschool tutorial program (Suzanne Berry)
Rationale for Evidence-based Strategy	<ul style="list-style-type: none"> a. Adaptive technology such as i-Ready and Imagine Learning are district purchased materials to remediate and enrich students in the area of reading. b. If students receive specialized instruction on their individual levels, then student achievement will increase. c. Our students receive instruction best in small groups; so differentiated, small-group instruction will occur with the use of an additional teacher during the 90 minute reading block. ELA teachers will plan collaboratively during Professional Learning Communities so best practices and materials can be shared amongst teachers. d. An afterschool tutorial will take place between January and March so students that need additional support can be serviced.
Action Step	
Description	<ol style="list-style-type: none"> 1. a. Create schedules for adaptive technology to be utilized during the reading block. 2. b-c. Share data with teachers and address areas of strengths and weaknesses. 2. b-c. Create scope and sequence, using data to drive our instruction. 3. b-c. Engage in standards-based instruction planning and professional development in Professional Learning Communities. 4. b-c. Adjust instruction as needed based on assessment data and classroom walkthrough data.

5.d. Invite students to afterschool tutorial, collect permission slips, monitor effectiveness through walkthroughs.

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In alignment with the District's Strategic Plan and with the goal to increase the academic instruction of all students - Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and Climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction of the

- *History of the Holocaust,
- *History of African Americans,
- *Study of the contributions of Hispanics and Women to the US, and
- *Sacrifices of Veterans in serving our country.

Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS universal guidelines of students practicing being responsible, respectful and ready to learn. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures for a single school culture of excellence.

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 Schoolwide Improvement Plan 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.

The Parental Involvement Mission of Wynnebrook Elementary School is to involve all parents in the education of their children through parent training and informational meetings along with our "Reach Out" Resource Center. Research has found that students who have family support consistently achieve at higher levels. To accomplish this mission, training and informational meetings will be held at times convenient to our families. With the help of our business partners and volunteers, Wynnebrook Elementary School has maintained an active community school that enhances student achievement.

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.

Our student Code of Conduct is the framework of our school culture, which is based on the idea that students' social-emotional growth is just as important as their academic growth. Teachers design lessons throughout the school year to create a classroom culture where students feel safe, supported,

and ready to learn. Students are provided opportunities to meet with the school guidance counselor or behavior health personnel as needed.

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 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.

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 leadership 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.
- ~Discuss social-emotional needs of students.

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 are used to purchase additional resource teachers to ensure that two teachers are in the ELA classrooms during the entire reading block for grades 3-5, and are in half of the reading block for Kindergarten-2nd grade. Title I funds are also 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 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.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Students are provided advanced math classes in 3rd grade, along with enrichment in each classroom in the forms of differentiated instruction, and blended instruction using adaptive technology. The SECME club meets afterschool to increase the pool of historically underrepresented and underserved students who will be prepared to enter and complete post-secondary studies in science, technology, engineering and mathematics(STEM), thus creating a diverse and globally competitive workforce. Wynnebrook also 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.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure progress towards student achievement within ELA and Math in alignment with the District's Strategic Plan; LTO #1; Increase reading on grade level by 3rd grade; and LTO 2; Ensure high school readiness.				\$3,170.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	590-Other Materials and Supplies	1391 - Wynnebrook Elementary School	School Improvement Funds	850.0	\$3,170.00
Total:						\$3,170.00