



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Wynnebrook Elementary School

1167 DREXEL RD

West Palm Beach, FL 33417

561-598-7400

www.edline.net/pages/wynnebrook_elementary

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 93%
Alternative/ESE Center No	Charter School No	Minority Rate 90%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Wynnebrook Elementary School

Principal

Jeffrey Pegg

School Advisory Council chair

Leslie Millar

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jeff Pegg	Principal
Suzanne Berry	Assistant Principal
Ann Lillie	Reading Coach
Nicole Trampas	Learning Team Facilitator
Mitch Bobrick	Professional Development
Caroline Smith	ESOL Coordinator
Andrea Stephenson	ESE Contact
Nilma Alvarez	Guidance Counselor
Sharon Haworth	Fine Arts Team Leader
Cheryl Schwartz (Maffet)	Kindergarten Team Leader
Caitlin Beals	1st Grade Team Leader
Renee Phareau	2nd Grade Team Leader
Lynne Foreman	3rd Grade Team Leader
Carlene Rejc	4th Grade Team Leader
Joseph VanderGast	5th Grade Team Leader

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Leslie Millar, SAC Chair, teacher, non-hispanic, white
Mitchell Bobrick, teacher, non-hispanic, white
Cheryl Schwartz Maffet, teacher, non-hispanic, white
Gerry Padgett, teacher, non-hispanic, white
Althea Weatherspoon, parent (not district), non-hispanic, black
Chrislene Osceus, parent (not district), non-hispanic, black
Roberto Lopez, parent (not district), hispanic, white
Brian Eick, parent (not district), Non-hispanic, white
Rosemarie Charles, parent (not district), non-hispanic, black
Sherly Delinis, parent (not district), non-hispanic, black
Varlencia Singletary, parent (not district), non-hispanic, black
Claude Rosier, parent (not district), non-hispanic, black
Yanelis Genaro, parent (not district), hispanic, white
Joane Bijou, parent (not district), non-hispanic, black
Jeff Pegg, Principal, non-hispanic, white
Heba Farhoud, parent (not district), non-hispanic, white
Marie Fleury, parent (not district), non-hispanic, black
Shane Bellotti, parent (not district), non-hispanic, white
Sabrina Bellotti, parent (not district), non-hispanic, white
Renee Phareau, teacher, non-hispanic, white
Melissa Weldon, parent (district), non-hispanic, white
Jennifer Brown, Business/Community Partner, non-hispanic, white
Anthony Orcinolo, Business/Community Partner, non-hispanic, white
Maribel Bilbao, Education Support Employee, hispanic, white

Involvement of the SAC in the development of the SIP

The School Advisory Council discussed the SY2012-2013 School Improvement Plan and made suggestions for the upcoming SY2013-2014 Plan.

Activities of the SAC for the upcoming school year

The School Advisory Council will actively pursue the membership of more business & community partners. The SAC will continue to work closely with many of the school-wide family involvement activities.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

n/a

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jeffrey Pegg

Principal

Years as Administrator: 16

Years at Current School: 13

Credentials

B.S. in Elementary Education/Early Childhood
 M.S. in Educational Leadership K-12
 Endorsement in ESOL
 School Principal K-12

Performance Record

"A" Graded School 11 years in a row
 2012-2013: Grade "A"
 Reading Mastery @ 63% level 3 and higher
 Math Mastery @ 71% level 3 and higher
 Science Mastery @ 65% level 3 and higher
 Writing Mastery @ 79% 3.5 and higher
 2011-2012: Grade "A"
 Reading Mastery @ 68% level 3 and higher
 Math Mastery @ 69% level 3 and higher
 Science Mastery @ 60% level 3 and higher
 Writing Mastery @ 93% 3.0 and higher
 2010-2011: Grade "A"
 Reading Mastery @ 89% level 3 and higher
 Math Mastery @ 86% level 3 and higher
 Science Mastery @ 67% level 3 and higher
 Writing Mastery @ 97% 3.0 and higher

Suzanne Berry		
Asst Principal	Years as Administrator: 6	Years at Current School: 13

Credentials	B.A. in Elementary Education Masters in Educational Leadership K-12 Endorsement in ESOL Educational Leadership (all levels)
Performance Record	"A" Graded School 11 years in a row 2012-2013: Grade "A" Reading Mastery @ 63% level 3 and higher Math Mastery @ 71% level 3 and higher Science Mastery @ 65% level 3 and higher Writing Mastery @ 79% 3.5 and higher 2011-2012: Grade "A" Reading Mastery @ 68% level 3 and higher Math Mastery @ 69% level 3 and higher Science Mastery @ 60% level 3 and higher Writing Mastery @ 93% 3.0 and higher 2010-2011: Grade "A" Reading Mastery @ 89% level 3 and higher Math Mastery @ 86% level 3 and higher Science Mastery @ 67% level 3 and higher Writing Mastery @ 97% 3.0 and higher

Instructional Coaches

# of instructional coaches	1
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Ann Lillie		
Part-time / School-based	Years as Coach: 5	Years at Current School: 25
Areas	Reading/Literacy	
Credentials	Early Childhood Education/Nursery-Kindergarten Elementary Education (grades 1-6) English to Speakers of other Languages (ESOL) Endorsement Reading Endorsement	
Performance Record	"A" Graded School 11 years in a row 2012-2013: Grade "A" Reading Mastery @ 63% level 3 and higher Math Mastery @ 71% level 3 and higher Science Mastery @ 65% level 3 and higher Writing Mastery @ 79% 3.5 and higher 2011-2012: Grade "A" Reading Mastery @ 68% level 3 and higher Math Mastery @ 69% level 3 and higher Science Mastery @ 60% level 3 and higher Writing Mastery @ 93% 3.0 and higher 2010-2011: Grade "A" Reading Mastery @ 89% level 3 and higher Math Mastery @ 86% level 3 and higher Science Mastery @ 67% level 3 and higher Writing Mastery @ 97% 3.0 and higher	

Classroom Teachers

# of classroom teachers	68
# receiving effective rating or higher	68, 100%
# Highly Qualified Teachers	100%
# certified in-field	68, 100%
# ESOL endorsed	43, 63%
# reading endorsed	7, 10%
# with advanced degrees	15, 22%
# National Board Certified	1, 1%

first-year teachers

7, 10%

with 1-5 years of experience

17, 25%

with 6-14 years of experience

26, 38%

with 15 or more years of experience

18, 26%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

- ~ 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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

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.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

- ~ Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS web), Easy CBM (Curriculum Based Measurement), Macmillan/McGraw-Hill Triumphs, and Fountas and Pinnell Benchmark Assessment System.
- ~ Progress Monitoring: PMRN, AIMS web, Easy CBM (Curriculum Based Measurement), Macmillan/McGraw-Hill Triumphs, and Fountas and Pinnell Benchmark Assessment System.
- ~ Midyear: Fountas and Pinnell Benchmark Assessment System Reading Running Record level, Scholastic Reading Inventory level, and Common Assessment results.
- ~ End of year: Fountas and Pinnell Benchmark Assessment System Reading Running Record level, Scholastic Reading Inventory level, Common Assessment results, and FCAT results.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided during teachers' professional learning communities throughout the year, as well as during professional development days, if necessary. The MTSS team will also evaluate additional professional development needs during the weekly School Based Team meetings.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jeff Pegg	Principal
Suzanne Berry	Assistant Principal
Ann Lillie	Reading Coach
Nicole Trampas	Learning Team Facilitator
Mitch Bobrick	Professional Development
Caroline Smith	ESOL Coordinator
Andrea Stephenson	ESE Contact
Nilma Alvarez	Guidance Counselor

How the school-based LLT functions

The Literacy Leadership Team is a collaborative system that encourages a literate climate to support effective teaching and learning. The Literacy Leadership Team creates a shared literacy vision in that is clear and shaped by the particularities of the school community. The Literacy Leadership Team meets on a continual basis to discuss data that can be easily collected in

the classroom and within the school environment such as: student work samples, informal assessments (reading running records, writing rubrics), formal assessments (common assessments, SRI, Diagnostics, FCAT), journals, logs (records of observational data, formal assessments, and informal assessments), anecdotal records based on observations, teacher checklists, student interviews and surveys, parent interviews and surveys, and teacher interviews and surveys.

The Literacy Leadership Team will incorporate a variety of resources for planning and studying such as: the reading coach, mentors/peer teachers, colleagues, parents, students, professional journals, professional books, internet sites, workshops/staff development, and conferences.

The Literacy Leadership Team will support staff in a variety of ways such as: Engaging in peer coaching, Videotaping class sessions, Conducting mini-workshops throughout the year, Forming study groups, Visiting schools who have had success with similar concerns, Utilizing coaching sessions, Researching strategies to address the concern, Providing materials, resources, assistance to address concerns, Attending workshops/conferences on topic, Collecting and analyzing additional data on subjects, Creating surveys, portfolios and interviews with school community, Modeling lessons in classrooms, Analyzing and reviewing data, and Sharing and reporting data.

Major initiatives of the LLT

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

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, more specifically, transition to Wynnebrook Elementary include providing a Kindergarten Round Up program in the month of May. The Kindergarten Round Up program will provide resources from local community agencies to assist families. An immunization van will also be in attendance to provide vaccination needs for children entering school.

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	63%	No	76%
American Indian				
Asian				
Black/African American	74%	62%	No	77%
Hispanic	68%	60%	No	71%
White	81%	76%	No	83%
English language learners	65%	51%	No	69%
Students with disabilities	43%	29%	No	49%
Economically disadvantaged	72%	62%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	128	33%	35%
Students scoring at or above Achievement Level 4	118	30%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	267	68%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	49	68%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	137	48%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	89	31%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	73	25%	27%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	112	79%	81%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	71%	No	78%
American Indian				
Asian				
Black/African American	76%	67%	No	78%
Hispanic	70%	72%	Yes	73%
White	84%	80%	No	86%
English language learners	72%	64%	No	75%
Students with disabilities	53%	41%	No	57%
Economically disadvantaged	75%	70%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	131	33%	35%
Students scoring at or above Achievement Level 4	146	37%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		35%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	252	64%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	37	55%	57%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	33%	35%
Students scoring at or above Achievement Level 4	42	32%	34%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		3
Participation in STEM-related experiences provided for students	80	70%	75%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	33	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	29	3%	2%
Students who are not proficient in reading by third grade	53	40%	39%
Students who receive two or more behavior referrals	4	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	11	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Attain a level of 68% of parental involvement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Attain a level of 68% of parental involvement.	411	63%	68%

Area 10: Additional Targets

Additional targets for the school

Wynnebrook Elementary School will infuse the content required by Florida Statue 1003.42 (2) and School Board Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to: History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, and Sacrifices of Veterans.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All teachers will infuse the content required by Florida Statue 1003.42 (2) and School Board Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to: ~ History of Holocaust ~ History of Africans and African Americans ~ Hispanic Contributions ~ Women's Contributions ~ Sacrifices of Veterans			100%

Goals Summary

- G1.** Attain a level of 68% of parental involvement.
- G2.** Attain a mastery level of at 67% level 3 or higher on SY2013-2014 FCAT 2.0 Science.
- G3.** Attain a mastery level of at least 81% level 3 or higher on SY2013-2014 FCAT Writes.
- G4.** Attain a mastery level of at least 73% of students on or above grade level on the FCAT 2.0 Mathematics.
- G5.** Attain a mastery level of at least 65% of students on or above grade level on the FCAT 2.0 Reading.

Goals Detail

G1. Attain a level of 68% of parental involvement.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Parent trainings
- Literacy Nights
- Math Nights
- Homework Assistance programs for parents
- Kindergarten transition program for parents
- ELL Parent workshops (in native language)
- Computer workshop for parents

Targeted Barriers to Achieving the Goal

- Scheduling

Plan to Monitor Progress Toward the Goal

Attendance at trainings/workshops

Person or Persons Responsible

Parent Liaison

Target Dates or Schedule:

monthly/bimonthly

Evidence of Completion:

sign-in sheets

G2. Attain a mastery level of at 67% level 3 or higher on SY2013-2014 FCAT 2.0 Science.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Departmentalization

Targeted Barriers to Achieving the Goal

- Scheduling

Plan to Monitor Progress Toward the Goal

Monitoring through data analysis

Person or Persons Responsible

Teachers & Administration

Target Dates or Schedule:

Ongoing, during Professional Learning Communities

Evidence of Completion:

Common Assessments & Palm Beach County Diagnostic Assessments

G3. Attain a mastery level of at least 81% level 3 or higher on SY2013-2014 FCAT Writes.

Targets Supported

- Writing

Resources Available to Support the Goal

- Departmentalization in grades 3-5
- Instructional Focus Calendar
- Data chats
- Title I funds
- After-school tutorial

Targeted Barriers to Achieving the Goal

- Not enough funds

Plan to Monitor Progress Toward the Goal

Monitor students' growth

Person or Persons Responsible

Teachers & Administrators

Target Dates or Schedule:

ongoing (August-January)

Evidence of Completion:

Observations, Wynnebrook Writes Assessments, Palm Beach Writes

G4. Attain a mastery level of at least 73% of students on or above grade level on the FCAT 2.0 Mathematics.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Resource teacher
- After-school tutoring
- differentiated learning

Targeted Barriers to Achieving the Goal

- scheduling
- funding

Plan to Monitor Progress Toward the Goal

differentiated instruction during math centers

Person or Persons Responsible

teachers & Administration

Target Dates or Schedule:

ongoing

Evidence of Completion:

Common Assessments, Diagnostics, FCAT 2.0 Math

G5. Attain a mastery level of at least 65% of students on or above grade level on the FCAT 2.0 Reading.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Departmentalization
- Instructional Focus Calendar
- Frequent data chats (teacher-student, teacher-teacher, teacher-administration, teacher-parent)
- Title I funds
- Reading coach
- Newberry Award book titles within Read-Aloud component
- An after-school tutorial/enrichment program

Targeted Barriers to Achieving the Goal

- Title I funds may be depleted prior to purchasing additional materials needed for instruction.
- Student attendance might not be as high as expected in an after-school tutorial/enrichment program due to transportation issues.

Plan to Monitor Progress Toward the Goal

Attain a mastery level of at least 63% of students on or above grade level on the FCAT 2.0 Reading.

Person or Persons Responsible

Administration & Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Common Assessments, Palm Beach County Diagnostic Assessments, RRR, SRI, & SY2013-2014 FCAT 2.0 Reading

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Attain a level of 68% of parental involvement.

G1.B1 Scheduling

G1.B1.S10 Provide parents with opportunities to attend trainings/workshops in the evening.

Action Step 1

identify opportunities for parents to participate in trainings/workshops in the evening.

Person or Persons Responsible

Parent Liaison

Target Dates or Schedule

monthly/bimonthly

Evidence of Completion

list of possible trainings/workshops

Plan to Monitor Fidelity of Implementation of G1.B1.S10

Schedule/organize parent trainings/workshops in the evening

Person or Persons Responsible

Parent Liaison & Administration

Target Dates or Schedule

monthly/bimonthly

Evidence of Completion

calendar

Plan to Monitor Effectiveness of G1.B1.S10

Attendance at trainings/workshops

Person or Persons Responsible

Parent Liaison & Administration

Target Dates or Schedule

monthly/bimonthly

Evidence of Completion

sign-in sheets

G2. Attain a mastery level of at 67% level 3 or higher on SY2013-2014 FCAT 2.0 Science.

G2.B1 Scheduling

G2.B1.S1 Science will be implemented within the reading content area.

Action Step 1

Science after-school tutorial

Person or Persons Responsible

Teachers

Target Dates or Schedule

January-April

Evidence of Completion

FCAT 2.0 Science results

Action Step 2

Implement science within the reading content area.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Monitor for implementation of science being taught within the content areas.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

walkthroughs, lesson plans

Plan to Monitor Effectiveness of G2.B1.S1

Implementation of teaching science within content areas through a variety of methods, including but not limited to guided reading.

Person or Persons Responsible

Teachers & Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Common Assessments

G3. Attain a mastery level of at least 81% level 3 or higher on SY2013-2014 FCAT Writes.

G3.B4 Not enough funds

G3.B4.S2 An after-school writing tutorial will be implemented.

Action Step 1

writing resource teacher

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

assessments

Action Step 2

writing differentiated instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessments, walkthroughs, lesson plans

Action Step 3

writing after-school tutorial program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

December-January

Evidence of Completion

List of recommended students for tutoring

Plan to Monitor Fidelity of Implementation of G3.B4.S2

Constant monitoring of students in an effort to identify students for tutoring.

Person or Persons Responsible

Teachers & Administration

Target Dates or Schedule

August-January

Evidence of Completion

list of recommended students for tutoring, with evidence of up to date assessment scores

Plan to Monitor Effectiveness of G3.B4.S2

Monitor after school writing tutorial for effectiveness

Person or Persons Responsible

Administration

Target Dates or Schedule

January-February

Evidence of Completion

walkthroughs, pre and post assessments

G4. Attain a mastery level of at least 73% of students on or above grade level on the FCAT 2.0 Mathematics.

G4.B3 funding

G4.B3.S1 math differentiated instruction

Action Step 1

differentiated instruction

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, walkthroughs

Plan to Monitor Fidelity of Implementation of G4.B3.S1

differentiated instruction during math time

Person or Persons Responsible

teachers & Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

lesson plans, walkthroughs

Plan to Monitor Effectiveness of G4.B3.S1

differentiated instruction

Person or Persons Responsible

teachers & Administrators

Target Dates or Schedule

ongoing

Evidence of Completion

walkthroughs

G4.B3.S2 Resource teacher

Action Step 1

resource teacher

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, walkthroughs

Plan to Monitor Fidelity of Implementation of G4.B3.S2

resource teacher

Person or Persons Responsible

Administration

Target Dates or Schedule

August-June

Evidence of Completion

schedule, lesson plans

Plan to Monitor Effectiveness of G4.B3.S2

Resource teacher

Person or Persons Responsible

Administration

Target Dates or Schedule

August-June

Evidence of Completion

walkthroughs

G4.B3.S3 math after-school tutoring

Action Step 1

after-school tutoring

Person or Persons Responsible

teachers

Target Dates or Schedule

January-April

Evidence of Completion

FCAT 2.0 Mathematics

Plan to Monitor Fidelity of Implementation of G4.B3.S3

after-school tutoring

Person or Persons Responsible

teachers & Administration

Target Dates or Schedule

January-April

Evidence of Completion

lesson plans, walkthroughs

Plan to Monitor Effectiveness of G4.B3.S3

After-school tutoring

Person or Persons Responsible

teachers & Administrators

Target Dates or Schedule

January-April

Evidence of Completion

Common Assessments, lesson plans, walkthroughs

G5. Attain a mastery level of at least 65% of students on or above grade level on the FCAT 2.0 Reading.

G5.B4 Title I funds may be depleted prior to purchasing additional materials needed for instruction.

G5.B4.S1 Implement balanced literacy/differentiated instruction to meet the academic needs of all students

Action Step 1

resource teacher

Person or Persons Responsible

administration

Target Dates or Schedule

August-June

Evidence of Completion

assessments

Action Step 2

staff development

Person or Persons Responsible

administration & reading coach

Target Dates or Schedule

August-June

Evidence of Completion

attendance in trainings/workshops/conferences

Action Step 3

During Professional Learning Communities, identify areas needed for improvement on instructing through the model of balanced literacy/differentiated instruction.

Person or Persons Responsible

Administration, Reading Coach, and teachers

Target Dates or Schedule

During Professional Learning Communities and Professional Development Days

Evidence of Completion

Successful implementation of balanced literacy/differentiated instruction.

Facilitator:

Ann Lillie & Mitch Bobrick

Participants:

Pre-K through 5th grade teachers

Plan to Monitor Fidelity of Implementation of G5.B4.S1

Balanced literacy/differentiated instruction

Person or Persons Responsible

Administration & Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthroughs & lesson plans

Plan to Monitor Effectiveness of G5.B4.S1

Monitor for implementation of balanced literacy/differentiated best practices

Person or Persons Responsible

Administration & Reading Coach

Target Dates or Schedule

Professional Learning Communities & during walkthroughs

Evidence of Completion

walkthroughs

G5.B7 Student attendance might not be as high as expected in an after-school tutorial/enrichment program due to transportation issues.

G5.B7.S1 An after-school tutorial/enrichment program will be implemented.

Action Step 1

Identify students to participate in the after-school tutorial/enrichment program.

Person or Persons Responsible

Administration & teachers

Target Dates or Schedule

after receiving Winter Palm Beach County Diagnostics results

Evidence of Completion

Tutorial/Enrichment list of students

Plan to Monitor Fidelity of Implementation of G5.B7.S1

Successful implementation of after-school tutorial/enrichment program.

Person or Persons Responsible

Administration & teachers

Target Dates or Schedule

January-April

Evidence of Completion

Lesson plans, walthroughs, pre-test, post-test

Plan to Monitor Effectiveness of G5.B7.S1

Evidence to be collected to monitor effectiveness of the after-school tutorial/enrichment program will be lesson plans, as well as continuous data checks.

Person or Persons Responsible

Administration & teachers

Target Dates or Schedule

During implementation of the after-school tutorial/enrichment program (January-April)

Evidence of Completion

Lesson plans

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G5. Attain a mastery level of at least 65% of students on or above grade level on the FCAT 2.0 Reading.

G5.B4 Title I funds may be depleted prior to purchasing additional materials needed for instruction.

G5.B4.S1 Implement balanced literacy/differentiated instruction to meet the academic needs of all students

PD Opportunity 1

During Professional Learning Communities, identify areas needed for improvement on instructing through the model of balanced literacy/differentiated instruction.

Facilitator

Ann Lillie & Mitch Bobrick

Participants

Pre-K through 5th grade teachers

Target Dates or Schedule

During Professional Learning Communities and Professional Development Days

Evidence of Completion

Successful implementation of balanced literacy/differentiated instruction.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Attain a level of 68% of parental involvement.	\$4,798
G2.	Attain a mastery level of at 67% level 3 or higher on SY2013-2014 FCAT 2.0 Science.	\$17,975
G3.	Attain a mastery level of at least 81% level 3 or higher on SY2013-2014 FCAT Writes.	\$80,900
G4.	Attain a mastery level of at least 73% of students on or above grade level on the FCAT 2.0 Mathematics.	\$48,562
G5.	Attain a mastery level of at least 65% of students on or above grade level on the FCAT 2.0 Reading.	\$155,028
Total		\$307,263

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Materials	Other	Professional Development	Total
Title I	\$274,715	\$22,750	\$4,798	\$5,000	\$307,263
Total	\$274,715	\$22,750	\$4,798	\$5,000	\$307,263

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Attain a level of 68% of parental involvement.

G1.B1 Scheduling

G1.B1.S10 Provide parents with opportunities to attend trainings/workshops in the evening.

Action Step 1

identify opportunities for parents to participate in trainings/workshops in the evening.

Resource Type

Other

Resource

paper, ink cartridges, writing utensils, post its, cardstock, chart paper, tape, file folders, pencils

Funding Source

Title I

Amount Needed

\$4,798

G2. Attain a mastery level of at 67% level 3 or higher on SY2013-2014 FCAT 2.0 Science.

G2.B1 Scheduling

G2.B1.S1 Science will be implemented within the reading content area.

Action Step 1

Science after-school tutorial

Resource Type

Personnel

Resource

after-school tutorial

Funding Source

Title I

Amount Needed

\$12,475

Action Step 2

Implement science within the reading content area.

Resource Type

Evidence-Based Materials

Resource

science lab materials, batteries, paper, pencils, file folders, ink cartridges, writing utensils

Funding Source

Title I

Amount Needed

\$5,500

G3. Attain a mastery level of at least 81% level 3 or higher on SY2013-2014 FCAT Writes.

G3.B4 Not enough funds

G3.B4.S2 An after-school writing tutorial will be implemented.

Action Step 1

writing resource teacher

Resource Type

Personnel

Resource

resource teacher

Funding Source

Title I

Amount Needed

\$63,175

Action Step 2

writing differentiated instruction

Resource Type

Evidence-Based Materials

Resource

large & small chart paper, writing workshop materials, pencils, paper, markers, highlighters, post its, card stock, index cards, ink cartridges, staplers, pencil sharpeners

Funding Source

Title I

Amount Needed

\$5,250

Action Step 3

writing after-school tutorial program.

Resource Type

Personnel

Resource

after-school tutorial

Funding Source

Title I

Amount Needed

\$12,475

G4. Attain a mastery level of at least 73% of students on or above grade level on the FCAT 2.0 Mathematics.

G4.B3 funding

G4.B3.S1 math differentiated instruction

Action Step 1

differentiated instruction

Resource Type

Evidence-Based Materials

Resource

pencils, chart paper, copy paper, learning center materials, versatiles, math manipulatives, laminating film, ink cartridges, folders

Funding Source

Title I

Amount Needed

\$4,500

G4.B3.S2 Resource teacher

Action Step 1

resource teacher

Resource Type

Personnel

Resource

Resource teacher

Funding Source

Title I

Amount Needed

\$31,587

G4.B3.S3 math after-school tutoring

Action Step 1

after-school tutoring

Resource Type

Personnel

Resource

after-school tutoring

Funding Source

Title I

Amount Needed

\$12,475

G5. Attain a mastery level of at least 65% of students on or above grade level on the FCAT 2.0 Reading.

G5.B4 Title I funds may be depleted prior to purchasing additional materials needed for instruction.

G5.B4.S1 Implement balanced literacy/differentiated instruction to meet the academic needs of all students

Action Step 1

resource teacher

Resource Type

Personnel

Resource

Resource teacher/coach

Funding Source

Title I

Amount Needed

\$130,053

Action Step 2

staff development

Resource Type

Professional Development

Resource

staff development

Funding Source

Title I

Amount Needed

\$5,000

Action Step 3

During Professional Learning Communities, identify areas needed for improvement on instructing through the model of balanced literacy/differentiated instruction.

Resource Type

Evidence-Based Materials

Resource

classroom libraries, learning center materials, paper, chart paper, Reader's Workshop materials, laminating film, ink cartridges, shared reading educational carpets, pencils, writing utensils, post its, markers

Funding Source

Title I

Amount Needed

\$7,500

G5.B7 Student attendance might not be as high as expected in an after-school tutorial/enrichment program due to transportation issues.

G5.B7.S1 An after-school tutorial/enrichment program will be implemented.

Action Step 1

Identify students to participate in the after-school tutorial/enrichment program.

Resource Type

Personnel

Resource

after-school tutorial

Funding Source

Title I

Amount Needed

\$12,475