

The School District of Palm Beach County

Wynnebrook Elementary School



2020-21 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: 8/18/2016

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 10/21/2020.

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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1167 DREXEL RD, West Palm Beach, FL 33417

<https://wyes.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p>Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>91%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>92%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities 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.

Demographic Information

Principal start date

Thursday 8/18/2016, Suzanne Berry

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

63

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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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 .	

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	115	111	137	127	148	129	0	0	0	0	0	0	0	767
Attendance below 90 percent	0	31	22	27	23	23	0	0	0	0	0	0	0	126
One or more suspensions	2	1	5	3	2	2	0	0	0	0	0	0	0	15
Course failure in ELA	0	15	31	20	17	38	0	0	0	0	0	0	0	121
Course failure in Math	0	5	3	4	7	11	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	15	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	4	0	0	0	0	0	0	0	8
FY20 ELA Diag Levels 1 & 2	0	0	0	0	45	54	0	0	0	0	0	0	0	99
FY20 Math Diag Levels 1 & 2	0	0	0	0	19	23	0	0	0	0	0	0	0	42

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	0	12	10	10	13	25	0	0	0	0	0	0	0	70

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	0	3	5	10	28	26	0	0	0	0	0	0	0	72
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 9/23/2020

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	
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

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	
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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%
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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	
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Students With Disabilities	
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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%	0

English Language Learners	
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Federal Index - English Language Learners	69
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
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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%	0

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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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%	0

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%	0
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%	0
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%	0
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%	0
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%	0

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.

When looking at FY19 FSA data, 3rd grade reading had the lowest performance. In 3rd grade, 59% scored level 3 and above (FY18 67%), 26% level 2 (FY18 23%), 15% level 1 (FY18 10%), and 3% level 5 (FY18 4%). A contributing factor was having new teachers in core content areas. The PBCSD diagnostic test leading to the FY19 FSA revealed that 70% were on track to show proficiency, so the low achievement percent on the FSA was very surprising. Many 3rd grade students were promoted to 4th grade as a result of meeting good cause. In the FY20 school year, 58% of 3rd grade students scored level 3 or higher on the SDPBC diagnostic test, which was a decrease of 18% from the FY19 diagnostic test. 3rd grade also struggled with participation with distance learning in the spring of 2020.

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 from the prior year is ELA Learning Gains of the lowest 25% for the Black student subgroup. In FY18, the subgroup had 80% proficiency, and in the FY19 school year the subgroup had 53% proficiency. In the winter of FY19, the Black student subgroup had 65.9% proficiency on the SDPBC diagnostic test. Factors that could have contributed to this decline are a lack in engagement or culturally responsive practices.

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% proficiency, and in the FY19 school year we had 59% proficiency, which shows a great need of improvement. The FY20 diagnostic achievement for 3rd grade reading was 58%, which is a 18% decrease from the FY19 school year.

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 a 5% increase in proficiency. All grade levels showed improvement in math, as a result of rigorous standards-based instruction, frequent progress monitoring and remediation, small group instruction, and collaborative planning in Professional Learning Communities.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

ELA course failure for current 5th grade students - Our grading system is standards-based and when students receive an ND marking there is an indication that mastery has not been met. Therefore, it is impossible or improbable that our pupils will be successful with the state grade level assessment causing an achievement gap. Course failures causes our students to fall behind and not be on track to meet the expectations for success and may dictate a future grade level failure. Grade failure causes children to be older than their same-grade peers, which will eventually affect their self-esteem negatively and a strong probability of a higher dropout rate.

ELA diagnostic levels 1 & 2 for current 4th and 5th grade students - Assessments are a good indicator of student learning. Due to the amount of students scoring level one on the district-wide assessments solidifies our concern with how many students are performing 1 to 2 or more years below grade level and hinders the natural trajectory of the child's educational success. Students scoring a level one are demonstrating an inadequate understanding or knowledge of grade level content. Students scoring level two are demonstrating below satisfactory understanding or knowledge of grade level content. This would indicate the students would need substantial support for learning in the future.

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

1. 3rd grade reading proficiency - This ensures personalized instruction and learning for all our students to perform on grade level which will positively develop their self-esteem, self-worth, and aspirations towards college and career readiness success.
2. ELA learning gains for lowest 25% - Black student subgroup- If we focus on a positive impact to learning gains by ensuring standards based instruction and effective the use of research-based strategies and resources, we will ensure student learning and improved student achievement towards grade level success and ensure continuous improvement for all. An increase in culturally responsive teaching practices should increase engagement in our students.
3. ELA learning gains for lowest 25% - all students - If we ensure standards based instruction using

research-based strategies and resources and provide appropriate interventions for students significantly below grade level, learning gains will be achieved.

4. SWD learning gains in ELA - If we ensure standards based instruction using research-based strategies and resources and provide appropriate interventions for students significantly below grade level, learning gains will be achieved.

5. 4th and 5th grade ELA achievement and learning gains - This ensures personalized instruction and learning for all our students to perform on grade level which will positively develop their self-esteem, self-worth, and aspirations towards college and career readiness success.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: 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. 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 not 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. Much research shows that reading achievement by the end of 3rd grade is critical to longterm student success, as students are no longer "learning to read," and should be "reading to learn." If reading proficiency is achieved by 3rd grade, then students are more likely to be success in subsequent grade levels and subject areas. Regarding subgroup areas of focus, we would like to see an increase in ELA learning gains from our subgroup of Black students. In FY19, only 53% of our Black students showed ELA learning gains, down from 80%. It is our responsibility as public educators to ensure that all students are provided an equitable education where all students are held to high expectations and are provided engaging instruction.

Measurable Outcome: The measurable goal Wynnebrook Elementary plans to achieve is 65% proficiency on the 3rd grade reading FSA. This would be an increase of 6%. The FY21 diagnostic test in the winter should also show an increase from FY20 results (58% proficiency), which would indicate a prediction of increased proficiency on the FSA. In FY21, 60% of Black students of the lowest 25% will show learning gains of one year or more.

Person responsible for monitoring outcome: Suzanne Berry (suzanne.berry@palmbeachschools.org)

Evidence-based Strategy:

- 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: 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. Interventions will be provided outside of the reading block, providing additional instruction for students who are significantly below grade level. Culturally responsive teaching practices will be implemented. ELA teachers will plan collaboratively during Professional Learning Communities so best practices and materials can be shared among teachers. d. An afterschool tutorial will take place between January and March so students that need additional support can be serviced.

Action Steps to Implement

a. 1-1 student to device ratio will allow all students to utilize adaptive technology during the reading block. (Rejc - SSCC)

- b-c. Share data with teachers and address areas of strengths and weaknesses. Implement a plan to reteach standards that are weaknesses. Ensure that students in distance learning and brick and mortar environments are being pulled in small groups based on their individual level. (Rejc - SSCC)
- b-c. Follow the SDPBC ELA modules of instruction scope and sequence, using data to select secondary objectives in small group instruction. Monitor district FSQ and USAs formative assessments to track student progress. (Berry - Principal)
- b-c. Engage in standards-based instruction planning and professional development in Professional Learning Communities. Utilize culturally responsive instructional practices to embrace diversity and improve student-teacher relationships. (Rejc - SSCC)
- b-c. Adjust instruction as needed based on assessment data and classroom walkthrough data. Provide instructional coaching to teachers that are not providing rigorous instruction. (Berry - Principal)
- d. Invite students to afterschool tutorial, collect permission slips, and monitor effectiveness through walkthroughs. (Rejc - SSCC)

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In alignment with the District's Strategic Plan and with the goal to increase 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 the History of the Holocaust, History of African Americans, study of the contributions of Hispanics and Women to the United States, and the Sacrifices of Veterans in serving our country. Our 5th grade safety patrols visit Washington D.C. in the winter and visit various historical museums and monuments.

Addressing the Areas of Focus will contribute to the continuous monitoring of proven successful actions and processes as well as the development of new actions and processes to benefit student achievement. These deliberately designed action steps and processes are research-based with a history of success. They share a common theme of impacting student achievement, and the predicted outcomes would not be exclusive to only the Areas of Focus. It is anticipated Science Achievement and Math Achievement of the Lowest 25th Percentile of Students will demonstrate positive data gains as a result from the action steps developed for both Areas of Focus as well.

Students are continuously engaged in rigorous standards-based activities which highlight multicultural diversity within the arts. Throughout the school year, the school hosts and students participate in art expos and music programs of different cultures, countries, and eras. Students have access to books about cultures and contributions of Black and African Americans, Latino and Hispanics, and women in US History. Fifth grade studies the Holocaust and patrols visit the Holocaust Memorial Museum in Washington, DC. (School Board Policy 2.09 and Florida State 1003.42) This access to ongoing multi cultural studies enriches our students' educational experience and demonstrates our commitment to connect meaningfully with all facets of our school community.

Wynnebrook Elementary School integrates and continuously develops a Single School Culture by sharing our universal guidelines for success, teaching expected behaviors, communicating with parents, and monitoring PBS. Best practices for inclusive education are addressed through our anti-bullying campaign, mentoring and implementation of PBS programs. These actions influence student achievement and create an environment conducive to learning. Wynnebrook Elementary School implements a School-Wide Positive Behavior Program by recognizing students exhibiting positive behaviors on campus. Acts of kindness are shared on the morning announcements to motivate students to engage in simple, kind gestures to each other throughout the day. FSA tutorials will begin in January 2021 and end in May 2021.

Wynnebrook Elementary School integrates Single School Culture by sharing our Universal Guidelines for Success, Single School Culture Scripts, Grade Level Assemblies, Family Nights, Curriculum Nights, and SAC meetings. The effectiveness of these efforts are monitored using SwPBS data from online data warehouses (EDW and Performance Matters). In addition, we utilize a behavior matrix, and teaching expected behaviors, communicating with parents, and monitoring SwPBS.

Special funds are allocated for teachers and instructional coaches. Funds are also utilized for tutorials, supplies, remediation, and the MSCR program. A migrant liaison provides services, and support for students and their parents. The liaison coordinates with Title I and programs to ensure that qualifying students' needs are met. Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and ELL students.

Violence Prevention Programs: Safe and Drug Free Schools - District receives funds for Red Ribbon Week and programs that support prevention of violence in and around the school. These programs help to prevent the use of alcohol, tobacco, drugs, and foster a safe, drug free learning environment supporting student achievement and promoting an appreciation of multicultural diversity through planned activities.

Single School Culture (SSC) for Academics: Teachers attend weekly learning team and common planning meetings where teachers collaborate and student work and assessments are analyzed to determine areas of strengths and weaknesses to drive instruction

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success students receive certificates, and incentives of pizza parties or additional outdoor play time/dance parties. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond.

The Wynnebrook Elementary School Code of Conduct is reinforced multiple times throughout the day by administrators and teachers. The Code of Conduct states I am respectful, responsible, a peacemaker, and prepared. Activities are provided in the classroom to reinforce the Code of Conduct.

Social and Emotional Learning instruction will be provided throughout the school day to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

A guidance Fine Arts class provides character development instruction to address patriotism; responsibility; citizenship; kindness; respect for authority; life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

A behavior health professional and guidance counselor is available to provide support to students that need it.

Students participate in Suite 360 lessons to address safety and awareness.

Adults on campus provide check-ins and check-outs to provide mentoring for students.

Business partnerships with the Palm Beach Sheriff's Office and other businesses ensure that our students have all necessary supplies and uniforms. The PBSO also conducts presentations on safety to students, and offers summer camp scholarships to students.

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Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$872.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	1391 - Wynnebrook Elementary School	School Improvement Funds	792.0	\$872.00
			<i>Notes: Pending SAC approval</i>			
					Total:	\$872.00