

The School District of Palm Beach County

Wynnebrook Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	20
Positive Culture & Environment	26
Budget to Support Goals	28

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	28

Wynnebrook Elementary School

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">93%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">91%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade	A	A	A	A

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SIP Authority

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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 to successfully advance intellectually, socially, and emotionally.

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 equity and 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	Position Title	Job Duties and Responsibilities
Berry, Suzanne	Principal	The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction.
Collins, Steve	Assistant Principal	The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success 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. Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators. Apply the principles and practices of a Multi-Tiered System of Supports in behavior and academic interventions to meet student needs. Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.
Bobrick, Mitch	Teacher, K-12	Provide instruction to assist students with improving their literacy skills. Collaborates with teachers to promote the learning and implementation of best practices with literacy instruction. Helps lead school-wide efforts to improve literacy instruction. Examines data to measure the success of literacy programs and instruction.
VanderGast, Joseph	Instructional Coach	Facilitate Professional Learning Communities and provide instructional leadership on standards-based instruction, data analyses, differentiated instruction, and appropriate resources.

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.*

11

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.*

8

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

767

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	114	126	112	140	122	141	0	0	0	0	0	0	0	755
Attendance below 90 percent	0	27	20	22	13	32	0	0	0	0	0	0	0	114
One or more suspensions	0	1	1	0	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	42	44	34	15	41	0	0	0	0	0	0	0	176
Course failure in Math	0	20	17	30	18	27	0	0	0	0	0	0	0	112
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	16	36	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	15	32	0	0	0	0	0	0	0	51
Number of students with a substantial reading deficiency	0	7	20	44	21	31	0	0	0	0	0	0	0	123
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	57	79	0	0	0	0	0	0	0	136
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	41	61	0	0	0	0	0	0	0	102

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	25	25	27	14	39	0	0	0	0	0	0	0	130

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	0	0	5	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				72%	58%	57%	79%	57%	56%
ELA Learning Gains				68%	63%	58%	82%	61%	55%
ELA Lowest 25th Percentile				63%	56%	53%	72%	56%	48%
Math Achievement				86%	68%	63%	83%	65%	62%
Math Learning Gains				75%	68%	62%	76%	63%	59%
Math Lowest 25th Percentile				71%	59%	51%	66%	53%	47%
Science Achievement				66%	51%	53%	73%	56%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	59%	54%	5%	58%	1%
Cohort Comparison						
04	2021					
	2019	73%	62%	11%	58%	15%
Cohort Comparison		-59%				
05	2021					
	2019	74%	59%	15%	56%	18%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	82%	65%	17%	62%	20%
Cohort Comparison						
04	2021					
	2019	82%	67%	15%	64%	18%
Cohort Comparison		-82%				
05	2021					
	2019	85%	65%	20%	60%	25%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	65%	51%	14%	53%	12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring tools used to compile the data below were i-Ready, district Unit Standard Assessments (USAs), and SuccessMaker. Some of the progress monitoring assessments were given as paper and pencil assessments and some were on the computer, as some students were in-person, and some were in distance learning throughout the entire 2020-2021 school year. I-Ready and SuccessMaker are adaptive technology programs that provide instruction on students' individual levels, and district USAs are based on grade level standards.

Grade 1 and 2 ELA progress monitoring tool was i-Ready, while grades 3-5 were progress monitored using district USAs.

Grades 1-2 Math progress monitoring was based off of SuccessMaker results, while grades 3-5 were progress monitored using district USAs.

5th grade Science progress monitoring was based off of district USAs

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.7	19.8	37.4
	Economically Disadvantaged	23.1	17.6	34.8
	Students With Disabilities	31.6	27.8	47.1
	English Language Learners	28.0	12.0	26.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		65.7	72.7
	Economically Disadvantaged		63.4	72.0
	Students With Disabilities		76.5	75.0
	English Language Learners		55.6	61.3
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22.4	17.7	25.2
	Economically Disadvantaged	21.8	18.7	25.0
	Students With Disabilities	12.5	4.2	13.0
	English Language Learners	9.5	9.3	11.9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		66.7	69.9
	Economically Disadvantaged		64.9	69.8
	Students With Disabilities		54.5	66.7
	English Language Learners		61.4	56.3

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		66.9	75.0
	Economically Disadvantaged		66.4	73.2
	Students With Disabilities		63.6	73.9
	English Language Learners		51.1	55.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	76.9	75.8	66.1
	Economically Disadvantaged	76.6	75.2	66.4
	Students With Disabilities	61.1	54.5	54.5
	English Language Learners	70.7	63.8	59.2
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		67.2	69.6
	Economically Disadvantaged		65.6	68.3
	Students With Disabilities		50.0	52.9
	English Language Learners		50.0	56.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54.0	58.5	57.1
	Economically Disadvantaged	53.8	58.1	56.0
	Students With Disabilities	25.8	38.2	34.3
	English Language Learners	40.0	49.1	45.5

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		62.9	76.4
	Economically Disadvantaged		59.8	75.2
	Students With Disabilities		50.0	53.1
	English Language Learners		37.0	48.3
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	79.0	74.8	69.8
	Economically Disadvantaged	78.8	74.1	69.3
	Students With Disabilities	71.9	68.8	58.1
	English Language Learners	76.9	60.7	51.6
		Number/% Proficiency	Fall	Winter
Science	All Students	78.4	84.4	86.0
	Economically Disadvantaged	76.5	83.3	85.2
	Students With Disabilities	78.1	78.1	65.6
	English Language Learners	51.9	72.4	75.0
		Number/% Proficiency	Fall	Winter

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	40	47		45	24	27	37				
ELL	55	67	64	58	42	50	44				
BLK	63	73	73	60	39	31	47				
HSP	59	70	80	67	38	43	57				
WHT	78			75			60				
FRL	60	72	78	63	38	39	49				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	445
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	53
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	57
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	71
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Winter Diag (FY21). vs. FSA (FY21) saw an increase in ELA (11% in grades 3-5) and decreases in math (-2% in grades 3-5) and science (-7% for 5th grade). Third grade ELA proficiency increased from 59% on FY19 FSA to 65% on FY21 FSA.

Based on the data trends, there is a need to increase literacy and math achievement and growth. While 3rd grade students increased their proficiency from FY20 to FY21 by 6%, 4th grade decreased from 74% to 49%. We will focus on differentiated, small group instruction in 3rd-5th grade in an effort for students to improve their reading and writing abilities, and provide evidence-based interventions for students with substantial reading deficits. ESSA identified subgroups of ELL and SWD students will receive targeted support through various modes of instruction including technology, small group instruction, and differentiated instruction.

Math data showed a decrease from the FY19 FSA to FY21 FSA. Student proficiency in third grade decreased from 82% to 72%, 4th grade decreased from 82% to 52%, and 5th grade decreased from 85% to 63%. The subgroup that struggled the most were SWD. According to district USA data, 3rd grade SWD showed a 12% achievement gap from all students, 4th grade showed a 23% achievement gap, and 5th grade showed an 11% achievement gap. In the area of math, students will receive small group standards-based instruction, along with differentiated instruction to fill in gaps of knowledge.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the data our focus will be to increase achievement for 3rd and 4th grade ELA, 3rd-5th grade math achievement, and math learning gains.

ELA instruction will continue with standards-based instruction and differentiated instruction using guided reading. Additional resource teachers will be in ELA classrooms to increase instructional time and differentiate instruction. Students showing a substantial reading deficit will receive targeted interventions. Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies aligned to grade level standards and scaffolding in place to support students who are not yet performing at their grade level.

Math learning gains decreased from 76% (FY19) to 37% (FY21). This shows that there is a need for remediation of standards that have not been mastered. Instruction will primarily focus on grade level standards, along with differentiated instruction to increase student growth. Student data will be progress monitored and analyzed during Professional Learning Communities (PLCs).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to this need were small group instruction capabilities and absences. If students are in school to receive instruction, their abilities will increase.

During FY20 and FY21, one third to half of students were virtual learners for an extended period of

time. Contact information was not accurate which caused communication breakdowns. Many of our teachers and administrators were also severely affected by the pandemic, many were quarantined which caused interruptions in instruction and support services. Virtual PLCs were established. We introduced our new instructional platforms; Jamboard, Smart Learning Suite, Google Classroom, and Google Meets to ensure all students equal opportunity to learn and be supported.

Effective literacy instruction develops students' abilities through the integration of reading, writing, and content instruction support and enrich each other. Students provided with experiences in all these areas will have greater opportunities to achieve success. Actively discussing texts encourages learners to make connections and think deeply about the ideas included in texts. Teachers follow up the reading or viewing of a text with a discussion of what it made learners think and feel. Teachers encourage students to immerse themselves in reading frequently. This involves exposure to a variety of different genres, such as novels, graphic novels, magazines, fiction/nonfiction texts, and websites.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

3rd grade Reading showed an increase of 6% on the FSA, going from 59% (FY19), to 65% (FY21).
5th grade Science showed an increase of 23% on district USAs for the ELL subgroup, increasing from 52% to 75%.

2nd grade Math showed an increase of 12% on SuccessMaker for the SWD subgroup, increasing from 55% to 67%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors were an additional resource teacher throughout the entire ELA block, standards-based instruction, guided reading, differentiated instruction, and interventions. Within all core content areas, we focused on the use of formative assessments, in which teachers are able to consistently monitor student mastery of standards and have the ability to adjust to remediate and conduct small groups based on student need. The teachers kept parents abreast of student achievement and underperformance through parent phone calls and conferences. In addition, they sent home progress reports that parents had to sign. All teachers held all students to high expectations. Strategic PLCs analyze data, monitor student progress, and develop lessons plans to support all student learning.

At Wynnebrook Elementary School, we focused on student achievement, student-learning gains and overall social / emotional growth. We dedicated time to the following priorities to ensure an equitable and equal opportunity for all our students by positively influencing:

- A clear and focused path to success
- Development of time management & preparedness
- Increased intrinsic motivation
- Self-Measurement progress
- Increased self-confidence and independence
- Development of Grit and Resilience in facing challenges
- Enhanced Social-Emotional Learning opportunities

What strategies will need to be implemented in order to accelerate learning?

During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards-based lessons using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies included but not limited to GO-To Strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson study to improve instructional capacity. Professional development opportunities include

district support/training, in-school coaching opportunities, and independent study. Teachers are encouraged to share best practice implementation at PLCs and Common Planning as a way of increasing grade level capacity as a whole. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.

Early identification of our Low 25% will allow for ample tracking and support to ensure their growth. Low 25% students will connect with a reading endorsed/certified interventionist to ensure closing of the achievement gap. In the past, the identified students chosen based on their critical area of need and offered priority for afterschool tutoring. If we are able to implement a tutoring program in the FY22 school year, these students will continue receiving priority for tutoring sessions that include ELA, math, science, and writing.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities will vary according to teacher needs and strengths. Professional development on guided reading will target ELA teachers that need support with differentiated instruction, along with standards-based instruction professional development for others. Math professional development will also vary, including vertical planning sessions, standards-based instruction, math strategies, and differentiated instruction.

Teachers will engage in deep, focused professional development during PLCs on data analysis and standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups struggling the most. PLCs continue to be an active part of our school schedule; they receive embedded PD.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our primary focus will continue to be implementing standards-based instruction and differentiating instruction by providing small group support. Teachers will use resources and strategies aligned to grade level standards and scaffolds put in place to support students who are not performing at grade level. Funding has been set aside to provide extended learning opportunities. Teachers, including resource teachers (ESE, ELL), collaborate weekly and attend PLCs with grade level teams to ensure the academic success of our students. Our goal is to ensure the following:

Increase Reading Proficiency in Grade 3: Continuing to Increase proficiency in 3rd grade ELA is one of our priorities. Efforts are in place to strengthen reading skills in Kindergarten-2nd grade so that achievement gaps in reading are closed. ELL and SWD students are provided targeted instruction using WIDA data results and iReady results. In addition to these assessments, students in 2nd grade are assessed using formative district assessments. All students are provided small group instruction with additional teacher support (ELL and ESE teachers) in grades 1-5. The goal is to close achievement gaps prior to entering grade 3.

Small Group Differentiated Instruction: Targeted small group instruction to increase learning gains and achievement in ELA and Math. Data driven differentiated instruction is planned to meet the needs of all students and provide ongoing progress monitoring for all students. Students who fall within our ESSA Subgroups will be specifically monitored for progress and receive additional support by teachers ensuring instruction to support specific needs of students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

To ensure progress toward student achievement within ELA and Math in alignment with the District's Strategic Plan; Theme #1: Improve academic access and close opportunity gaps. 3rd grade reading showed an increase from 59% (FY19) to 65% (FY21), but we would like to continue to increase our 3rd grade proficiency in an effort for students to be well prepared for subsequent grade levels. Several students that showed limited proficiency on FSA met good cause on untimed alternative assessments. Also, 4th grade ELA is also an area of focus, having decreased from 74% (FY19) to 49% (FY21). A deliberate focus on providing differentiated instruction for SWD, ELL, and lowest 25% subgroups will impact literacy growth and achievement. Contributing factors were little professional development in core content areas, and absences/distance learning due to the COVID-19 pandemic.

Measurable Outcome:

The measurable goal Wynnebrook Elementary School plans to achieve is 68% proficiency on the 3rd grade FSA. This would be an increase of 3%. The goal for 4th grade ELA is to achieve 65% proficiency, which would be a 16% increase.

Monitoring:

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Wynnebrook Elementary School we strategically plan for a variety of monitoring techniques: Progress monitoring will be conducted through data analyses in PLCs, data chats, district FSQs, and district Diagnostic tests.

Person responsible for monitoring outcome:

Suzanne Berry (suzanne.berry@palmbeachschools.org)

Evidence-based Strategy:

- a. ELA teachers will engage in standards-based instruction, planning, and professional development in Professional Learning Communities. Teachers will analyze standards and test item specifications throughout the planning process (Carlene Rejc).
- b. Differentiated small group instruction within the ELA classroom (Suzanne Berry)
- c. Afterschool tutorial program (Carlene Rejc)
- d. Adaptive technology that provides remediation and enrichment using programs like i-Ready, and Imagine Learning. (Carlene Rejc)

Rationale for Evidence-based Strategy:

- a. ELA teachers plan standards-based instruction collaboratively during PLCs, and analyze data. If teachers are using complex texts, and are instructing based on the standards in small groups, student growth and achievement will increase.
- b. If students receive specialized instruction on areas of weaknesses, then student growth will increase. Our students learn best in small groups, and having an additional resource teacher in classrooms maximizes time receiving instruction.
- c. An afterschool tutorial will take place as soon as possible so students that need additional support can be serviced.
- d. Programs such as i-Ready and Imagine Learning are adaptive to the individual needs of each student.

Action Steps to Implement

Follow the SDPBC ELA modules of instruction scope and sequence, using data to select secondary objectives for small group instruction. Standards will be unpacked and resources to teach the standards will be shared.

- a. Teachers will review scope and sequence together during PLCs.
- b. Standards will be unpacked together, and best practices and resources will be shared among teachers.

Person Responsible Carly Rejc (carlene.rejc@palmbeachschools.org)

Engage in professional development in PLCs that is relevant to teacher needs.

- Development of a PLC schedule to include all content area teachers, resource teachers, and fine arts teachers.
- The PLCs will focus on data analysis and effective instruction based on need.
- Assist with standards-based planning to build teachers' capacity with standards and FSA item specifications.

Person Responsible Carly Rejc (carlene.rejc@palmbeachschools.org)

Progress monitor student data to look for trends that would show a need to adjust instruction

- Provide professional development on analyzing data
- Discuss instructional shifts necessary based on grade level or classroom data
- Conduct data chats to ensure that students' needs are being addressed and to determine progress

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

Recruit tutorial teachers, target students in need of tutoring, implement tutorial program, and progress monitor

- Analyze student data to determine students for tutorial groups and support necessary.
- Choose research-based supplemental materials and resources to use during tutorials.
- Recruit content area teachers to provide tutorial.
- Provide tutors with training to understand expectations and develop lesson plans to execute tutorials.

Person Responsible Carly Rejc (carlene.rejc@palmbeachschools.org)

1-1 student to device ratio will allow all students to utilize adaptive technology during the literacy block

- Provide teachers with professional development to ensure appropriate use of adaptive technology.
- Teachers will develop a rotational schedule to ensure all students have access to technology.
- Teachers will engage students in small group instruction based on adaptive technology results.

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: To ensure progress toward student achievement within Math in alignment with the District's Strategic Plan; LTO#2; Ensure high school readiness we will focus on math achievement and growth for grades 3-5. Math data showed a decrease from the FY19 FSA to FY21 FSA. Student proficiency in third grade decreased from 82% to 72%, 4th grade decreased from 82% to 52%, and 5th grade decreased from 85% to 63%. The subgroup that struggled the most were SWD. According to district USA data, 3rd grade SWD showed a 12% achievement gap from all students, 4th grade showed a 23% achievement gap, and 5th grade showed an 11% achievement gap. In the area of math, students will receive small group standards-based instruction, along with differentiated instruction to fill in gaps of knowledge.

Measurable Outcome: The measurable goal Wynnebrook Elementary plans to achieve overall 75% proficiency for grades 3-5 on the Math FSA. This would be an increase of 14% from the FY21 school year. Specifically, the 4th grade math proficiency goal is to increase from 51% to 75%.

Monitoring: Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Wynnebrook Elementary School we strategically plan for a variety of monitoring techniques: Progress monitoring will be conducted through data analyses in PLCs, data chats, district FSQs, and district Diagnostic tests.

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

Evidence-based Strategy:

- a. Math 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. (Rejc and VanderGast)
- b. Differentiated, small group instruction within the Math classroom (Berry)
- c. Remediation of foundational skills such as addition, subtraction, multiplication, and division for students that have not mastered them (Rejc and VanderGast)
- d. Adaptive technology such as SuccessMaker (Rejc)
- e. Afterschool tutorial for students that are in need of additional instruction (Rejc)

Rationale for Evidence-based Strategy:

- a. If students receive standards-based instruction, then they will achieve and grow in their abilities.
- b. When schools build teacher capacity through relevant professional development, students benefit from quality instruction.
- c. Students need to understand foundational skills to progress to higher-complexity skills.
- d. 1-1 student to device ration will allow all students to utilize adaptive technology during the math block.
- e. Recruit, target selected students, and progress monitor for an effective tutorial program.

Action Steps to Implement

Math teachers will use the SDPBC scope and sequence of units, and analyze grade level standards in PLCs.

- a. Teachers will review scope and sequence together during PLCs.
- b. Standards will be unpacked together, and best practices and resources will be shared among teachers.

Person Responsible Joseph VanderGast (joseph.vandergast@palmbeachschools.org)

Teachers will receive professional development on providing small group, differentiated instruction

- a. Development of a PLC schedule to include all content area teachers, resource teachers, and fine arts teachers.
- b. The PLCs will focus on data analysis and effective instruction based on need.
- c. Assist with standards-based planning to build teachers' capacity with standards and FSA item specifications.

Person Responsible Carly Rejc (carlene.rejc@palmbeachschools.org)

1-1 student to device ratio will allow all students to utilize adaptive technology during the math block.

- a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
- b. Teachers will develop a rotational schedule to ensure all students have access to technology.
- c. Teachers will engage students in small group instruction based on adaptive technology results.

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

Recruit teachers for the tutorial program, target students that would benefit from the additional instruction, and progress monitor.

- a. Analyze student data to determine students for tutorial groups and support necessary.
- b. Choose research-based supplemental materials and resources to use during tutorials.
- c. Recruit content area teachers to provide tutorial.
- d. Provide tutors with training to understand expectations and develop lesson plans to execute tutorials.

Person Responsible Carly Rejc (carlene.rejc@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In the 2020-2021 school year only 3 students had out of school suspensions. When looking at the details, defiant behavior or repetitive disruptions were our most reported behaviors. We had zero property incidents. To support our students and make an impact on incidents we will integrate a Single School Culture by sharing our Code of Conduct and communicating these expectations to parents via student handbook, and monitoring SwPBS. Students are reminded of the Code of Conduct daily in our morning announcements, and teachers engage students in activities that model and discuss appropriate behaviors. Wynnebrook Elementary School will provide mentoring of our students to support and foster positive relationships with all. Students will receive instruction on character education and conflict-resolution strategies to approach situations in a peaceful manner. The guidance Fine Arts class and homeroom classes will implement social and emotional learning in their daily lessons to increase knowledge and skills.

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.

Our school integrates Single School Culture by sharing our Code of Conduct and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have parent/family engagement nights.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars.

Resources- 2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Caring staff will listen to each individual's situation to provide information on available social services, community services and resources that include food assistance, medical clinics, foreclosure prevention, parenting info on developmental concerns (Help Me Grow) & special needs, senior services that include free "Sunshine" daily calls, services for teens and more. Calls are Free, Confidential, and available 24/7.

Our Family Resource Center will support families with parent and family engagement trainings facilitated by our teachers and school counselors. Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. Our parent liason and school counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

A District Migrant Liaison coordinates with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for the families of our migrant students. These supports are supplemental to school-wide supports for students and families.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

Safe and Drug Free Schools initiatives such as Red Ribbon Week and other programs that support prevention of violence in and around the school are implemented on an ongoing basis.

The school nurse provides support and nutrition information for those students who have food allergies or have been diagnosed with diabetes.

Monitoring of attendance, including late drop-offs and early pick-ups by our teachers and the SBT is key to building a positive culture. To address the issue, the school-based team currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed and/or a home visit is made. On a daily basis, One Voice is used to call the homes of students that are absent. In addition, the school will be using letters to reach out to families to inform them of their student(s)' total absences and the instruction that they missed as a result of the absence(s).

We instill citizenship through our Safety Patrols, this group consists of only 5th grade students who are responsible, respectful, and set a good example for the students. Their main job is to maintain the safety of our students. They begin their day on post at 7:30AM by assisting students throughout our campus. At the end of the day, they are back on post ensuring that the students get home safely. Safety Patrols who prove to be responsible and respectful also have the opportunity to travel to Washington D.C. for the annual field trip. This trip is only open to safety patrols and consists of a 4-day tour of Williamsburg/Jamestown, and Washington D.C. It is truly an honor for students to serve as patrols in this club, and we are very proud of all of our patrols who are such positive role models.

Wynnebrook Elementary School implements multiple measures of analyzing school-wide data that drives the RTI process. Student assessments include but are not limited to FLKRS, Diagnostics, Performance Matters Assessments, Florida Standards Assessments, and iReady district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to analyze assessment data, modify, and implement differentiated instruction based on the results of data.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.

School Counselor: Supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselor ensure students feel safe, welcome, and included.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an

investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as “Holocaust Education Week” in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00