

The School District of Palm Beach County

# Wynnebrook Elementary School



2022-23 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (53%) 2018-19: A (72%) 2017-18: A (76%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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<b>Budget to Support Goals</b>	<b>0</b>

# Wynnebrook Elementary School

1167 DREXEL RD, West Palm Beach, FL 33417

<https://wyes.palmbeachschools.org>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	A	A

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The Mission of Wynnebrook Elementary is to provide the necessary tools and climate 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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
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 MultiTiered 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.
VanderGast, Joseph	Instructional Coach	Facilitate Professional Learning Communities and provide instructional leadership on standards-based instruction, data analyses, differentiated instruction, and appropriate resources.
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 schoolwide efforts to improve literacy instruction. Examines data to measure the success of literacy programs and instruction.
Lizcano, Juan	Assistant Principal	The school assistant principal supports the principal as the 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.

### Demographic Information

**Principal start date**

Thursday 8/18/2016, Suzanne Berry

**Number of teachers with a 2022 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.*

6



**Number of teachers with a 2022 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.*

14

**Total number of teacher positions allocated to the school**

55

**Total number of students enrolled at the school**

731

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

5

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

4

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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	119	102	109	134	119	129	0	0	0	0	0	0	0	712
Attendance below 90 percent	0	30	30	39	24	28	0	0	0	0	0	0	0	151
One or more suspensions	0	1	0	1	1	2	0	0	0	0	0	0	0	5
Course failure in ELA	0	12	7	35	19	41	0	0	0	0	0	0	0	114
Course failure in Math	0	6	7	26	10	14	0	0	0	0	0	0	0	63
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	11	26	0	0	0	0	0	0	0	49
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	13	23	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	0	5	6	20	16	15	0	0	0	0	0	0	0	62

**Using the table above, complete the table below with the number of students by current grade level who have 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	6	9	35	21	35	0	0	0	0	0	0	0	106

**Using current year data, complete the table below with the number of students identified as being "retained.":**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	12	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

**Date this data was collected or last updated**

Friday 9/23/2022

**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	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

**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	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

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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

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	61%	59%	56%				72%	58%	57%
ELA Learning Gains	63%						68%	63%	58%
ELA Lowest 25th Percentile	50%						63%	56%	53%
Math Achievement	62%	53%	50%				86%	68%	63%
Math Learning Gains	52%						75%	68%	62%
Math Lowest 25th Percentile	46%						71%	59%	51%
Science Achievement	35%	59%	59%				66%	51%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	59%	54%	5%	58%	1%
Cohort Comparison		0%				
04	2022					
	2019	73%	62%	11%	58%	15%
Cohort Comparison		-59%				
05	2022					
	2019	74%	59%	15%	56%	18%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	82%	65%	17%	62%	20%
Cohort Comparison		0%				
04	2022					
	2019	82%	67%	15%	64%	18%
Cohort Comparison		-82%				
05	2022					
	2019	85%	65%	20%	60%	25%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	65%	51%	14%	53%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	44	45	36	35	37	38	12				
ELL	53	60	50	55	57	53	37				
BLK	65	63	52	67	49	32	40				
HSP	58	63	48	57	52	53	31				
WHT	62	75		73	58						
FRL	60	62	50	62	53	45	34				
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				
WHT	77	50		87	50						
FRL	72	69	64	85	76	73	65				

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

<b>ESSA Federal Index</b>	
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	415
Total Components for the Federal Index	8
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	52
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	62
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?

Data trends from FY21 to FY22 showed areas of improvement and opportunities to grow. In math, learning gains increased from 38% in FY21 to 52% in FY22. Our English Language Learners learning gains increased from 42% in FY21 to 57% in FY22, and Students with Disabilities increased from 24% in FY21 to 37% in FY22. Also, proficiency in 3rd grade reading continued to exceed the district and state with 62% in FY22. Our ELA proficiency exceeded the state and district levels at 61%.

Diagnostic to FSA trends showed areas of improvement and also areas for growth. In ELA, 4th grade saw an increase from 60% proficiency on winter diagnostic to 62% on FSA. In math, 3rd grade saw an increase from 61% proficiency on winter diagnostic to 75% on spring FSA. Areas of growth to focus on due to a decrease from winter diagnostic to spring FSA are 3rd ELA (2%), 5th ELA (5%), 4th Math (10%), 5th grade Math (12%), and 5th grade Science (2%).

Based on data trends, there is a need to increase science proficiency. In the area of science, proficiency decreased from 53% in FY21 to 35% in FY22.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Based on the data our focus will be to increase science achievement in 5th grade, to increase math achievement, and to increase ELA learning gains. Growth and achievement for Students with disabilities will be targeted, as the ESSA subgroup fell below the federal index to 35% (ELA and Math proficiency and learning gains).

In FY19 science proficiency for 5th grade was 66%, in FY21 was at 53%, and in FY22 was at 35%. Winter diagnostic showed that 35% of students were on track for proficiency, and in the Spring student proficiency reflected 33%.

Math achievement in FY19 was 86% overall, in FY21 was 64%, and in FY22 was 62%. Fact fluency and instruction that meets the full intent and rigor of the standard will be progress monitored.

ELA learning gains had increased from FY19 (68%) to FY21 (72%), then decreased in FY22 to 63%. Students who are reading significantly below grade level will receive response to intervention at the appropriate level (supplemental or intensive), and progress will be monitored.

**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 resources available and student absences. 50% of students in the FY21 school year had 11 or more absences, and if students are in school to receive instruction, their abilities will increase. As a result, monthly letters will go home regarding attendance along with phone calls from school personnel. Also, substitute teachers are actively being recruited to provide instruction for teachers that are not able to be on campus. New teachers will receive targeted professional development based on opportunities for improvement that are observed from classroom walkthroughs and observations.

Effective literacy instruction develops students' abilities through the integration of reading, writing, and content area instruction. Students provided with experiences in all these areas will have greater opportunities to achieve success. Also, incorporating science based texts during the literacy block will expose students to science vocabulary and content. Actively discussing texts encourages learners to make connections and think deeply about the ideas included in texts. Teachers encourage students to immerse themselves in reading frequently and science based texts will be purchased to support instruction. In addition, a science teacher will be included on the fine arts wheel to provide additional hands-on STEAM experiences for students to support science instruction in the classroom.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Based on the data components, the areas that showed the most improvement were Math learning gains (increase of 38% in FY21 to 52% in FY22) and Math learning gains of the lowest 25% (increase of 41% in FY21 to 46% in FY22). Also, reading foundational skills of our kindergarten students exceeded the district and national averages.

Wynnebrook District National  
phonological awareness 63 48 46  
phonics 52 53 48

The Wynnebrook Code of Conduct and positive behavior support have equipped our students with the skills needed to be engaged in instruction, which reflected in only 4% of students reported as having discipline incidents.



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

Contributing factors were standards-based instruction and differentiated instruction. Remediation and reassessing ensures that students are receiving continuous instruction on standards that have not been mastered yet. Also, an afterschool tutorial for students in grades 1-5 supported reading, math and writing instruction; and a before school tutorial for the lowest 25% in math focused on remediation of standards not yet mastered. A new action that took place was the implementation of a summer tutorial program, in which 100 students that would benefit from consistency in instruction throughout the summer were serviced.

Additional resource teachers in reading blocks are integral to our success in English Language Arts. Within the ELA block, standards-based instruction, guided reading, and differentiated instruction takes place in small groups. Resource teachers plan during PLCs with our grade level teachers to ensure that teachers are working together to foster academic growth. Formative assessments are created and provided to students to assess for understanding, strengths and weaknesses. From this data, we adjust instruction to remediate standards not mastered and accelerate when students show mastery.

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

- A clear and focused path to success
- Development of time management and preparedness
- Increased intrinsic motivation
- Self-Measurement progress
- Increased self-confidence and independence
- Development of resilience in facing challenges

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

Selected students in 3rd and 4th grade will receive above-grade level instruction with our accelerated math program. Also, teachers will be equipped with the skills and strategies to differentiate instruction through professional development that meets the needs of all learners. Students who are showing mastery of grade level standards and skills will be challenged with enrichment that furthers their knowledge beyond grade level expectations.

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 school district, sharing best practices, following/participating with the coaching continuum model, and incorporating research based strategies including but not limited to balanced literacy, small group instruction, and differentiated learning. Teachers are encouraged to share best practice implementation at PLCs as a way of increasing grade level capacity as a whole. By developing strong teachers, we are able to increase student acceleration as well as close the achievement gap.

Specific professional development on research-based instructional strategies for students with disabilities will occur on PDD days to accelerate progress. Data will be monitored closely to ensure that adequate progress is being made. Lowest 30% of students (including SWD) will be identified early for ample tracking and support to ensure growth.

**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. Teachers will respond to a survey with professional development requests, and conference style professional development will be provided on PDD days. Also, professional development on guided reading will target ELA teachers and new teachers who support with differentiated instruction, along with standards-based 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 standards-based instructional practices to accelerate learning in ELA, math, and science, particularly within the ESSA subgroups struggling the most (Students With Disabilities). PLCs for SWD service facilitators will focus on research based-strategies and resources that engage SWD in instruction.

**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.

Teachers, including resource teachers (ESE, ELL), collaborate weekly and attend PLCs with the grade levels they support to ensure academic success of our students. Within the classroom setting, an additional reading teacher will also be providing reading instruction, which ensures that students will receive on grade level instruction and also instruction at the student's instructional (personalized) level. Literacy support from an early age, such as VPK, will equip our students with the foundational skills to develop their reading abilities. According to the Florida Kindergarten Readiness (FLKRS) assessment, 56% of our kindergarten students demonstrated readiness in the FY22 school year.

To increase science proficiency, standards based instruction including fair game standards from third and fourth grade will be progress monitored carefully to ensure that students are demonstrating knowledge from the content being taught, and that remediation and reassessing is provided for students who are not demonstrating understanding of the standards.

An extension of the school day with tutorial programs will service students that would benefit from it the most. Data analyses will drive tutorial lists, and will allow for extra instruction by certified teachers. Students with disabilities will receive instruction from an ESE teacher who also provides services throughout the school day to best meet their needs.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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**#1. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

If we provide differentiation and remediation to our students with disabilities, then student growth and proficiency will increase. This is aligned with Strategic Theme A, goal 2 which focuses on accelerating student learning with innovative and differentiated approaches. Our students with disabilities subgroup according to ESSA was 35%, which is below the threshold of 41%. 12% of students with disabilities were proficient in science in FY22. Math achievement for students with disabilities decreased from 70% in FY19, to 45% in FY21, and 35% in FY22.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

By February 2023, our students with disabilities will achieve 48% proficiency in ELA overall and 40% proficiency in Math as demonstrated by FAST progress monitoring 2.  
By May 2023, our students with disabilities will increase ELA and math achievement and learning gains demonstrated by FAST progress monitoring 3, which will compile to a Federal Points Index above 41%. Specifically, our students with disabilities will achieve 50% proficiency in ELA overall and 42% proficiency in Math as demonstrated by FAST progress monitoring 3.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

Monitoring is a very important step toward student achievement and school improvement. Data will be analyzed and shared during PLCs that targets ELA and Math achievement and learning gains. Subgroup data will also be analyzed to ensure that students with disabilities are making adequate progress. Classroom walkthroughs will ensure that implementation of standards-based instruction and differentiated instruction is occurring with fidelity.

**Person responsible for monitoring outcome:**

Suzanne Berry (suzanne.berry@palmbeachschools.org)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

- a. ELA and Math teachers will participate and engage in professional development on differentiated instruction and scaffolding instruction (Carlene Rejc)
- b. Adaptive technology will provide remediation and enrichment, such as iReady and Imagine Learning (Carlene Rejc)
- c. An afterschool tutorial will take place starting in October so students that need additional support can be serviced (Juan Lizcano)
- d. Differentiated small group instruction within the ELA and Math classrooms. (Suzanne Berry)

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for**

- a. As teachers are provided with the strategies and skills necessary to provide differentiated and scaffolded instruction, student growth and proficiency will increase.
- b. Programs such as iReady, Imagine Learning, and IXL are adaptive to the individual needs of each student.
- c. An afterschool tutorial will provide extended learning opportunities for enrichment and remediation.
- d. 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.

**selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Conduct a survey with teachers on current strategies being used for differentiated instruction. Plan professional development sessions based on teacher needs.

- b. Provide additional support and coaching when needed.
- c. Schedule conference-style professional development for PDD days in which teachers can select professional development that is relevant to their needs.
- c. Provide surveys after PDD sessions to evaluate effectiveness.
- d. Conduct classroom walkthroughs to observe and provide feedback on differentiated instruction.

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

Discuss instructional strategies during PLCs that address differentiation relevant to the needs of students with disabilities.

- a. Utilize research-based strategies that are proven to be effective with students with disabilities.
- b. Analyze data and group students by instructional levels.
- c. Progress monitor student growth after formative assessments.
- d. Adjust instruction and student groupings based on individual student data.

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

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

- a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
- b. Teachers will develop a rotational schedule as needed to ensure all students have access to technology.
- c. Teachers will analyze student data from adaptive technology use to provide differentiation in small groups.

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

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

To ensure progress toward student growth and achievement within Math in alignment with the District's Strategic Theme A Objective 1: Ensure all students engage in teaching and learning that results in academic excellence. Math data showed a decrease of achievement from 86% in FY19, to 64% in FY21, and 62% in FY22. While student proficiency increased in third and fourth grade to 75% and 67% respectively, fifth grade math decreased from 64% in FY21 to 40% in FY22. The student subgroup that struggled the most were students with disabilities, as 35% were proficient.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Wynnebrook Elementary School plans to achieve overall 67% proficiency for grades 3-5 by February 2023 as demonstrated by Progress Monitoring 2 of the FAST assessment.

Wynnebrook Elementary School plans to achieve overall 70% proficiency for grades 3-5 by May 2023 as demonstrated by Progress Monitoring 3 of the FAST assessment. This would be an increase of 8% from the FY22 school year.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Monitoring is a very important step towards student growth, achievement, and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for students. Progress monitoring will be conducted through data analyses in PLCs, data chats, district FSQs, and district Diagnostic tests. Subgroup data, including SWD, will be monitored to ensure effective instruction is making an impact on student learning.

**Person responsible for monitoring outcome:**

Suzanne Berry ([suzanne.berry@palmbeachschools.org](mailto:suzanne.berry@palmbeachschools.org))

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

- a. Math teachers will engage in unpacking BEST standards during Professional Learning Communities.
- b. Math teachers will engage in standards-based instruction, planning, and professional development in Professional Learning Communities.
- c. BEST standard instructional tasks and instructional items will be analyzed for each standard and benchmark.
- d. Differentiated small group instruction within the Math classroom to close gaps in learning.
- e. Adaptive technology that provides remediation and enrichment using programs like i-Ready.
- f. Afterschool tutorial program

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this**

a-c. Math teachers plan standards-based instruction collaboratively during PLCs, and analyze data. If teachers are providing instruction that meets the full intent and rigor of each standard, student growth and achievement will increase.  
 d. If students receive specialized instruction on areas of weaknesses, then student growth will increase. Our students learn best in small groups, and differentiated instruction will help to close achievement gaps.

**specific strategy.**

**Describe the resources/ criteria used for selecting this strategy.**

- e. Programs such as i-Ready are adaptive to the individual needs of each student.
- f. An afterschool tutorial will take place to ensure that students who need additional support can be serviced.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Follow the SDPBC instructional scope and sequence, using data to select secondary objectives for small group instruction. Standards will be unpacked and vetted resources will be selected to teach standards.
- a. Teachers will review scope and sequences during preschool PLCs and make adjustments if necessary.
  - b. Standards will be unpacked together, and best practices and resources will be shared among teachers.

**Person**

**Responsible**

Joseph VanderGast (joseph.vandergast@palmbeachschools.org)

Engage in professional development in PLCs and on PDD days that is relevant to teacher needs.

- a. Create and provide PDD survey to identify needs.
- b. Development of PLC schedules to include all content area teachers, resource teachers, and fine arts teachers.
- c. Recruit effective teachers to present instructional topics at PDD days.
- d. Schedule conference-style PDD to meet individual needs of teachers.

**Person**

**Responsible**

Carly Rejc (carlene.rejc@palmbeachschools.org)

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

- a. Provide professional development on analyzing data.
- b. Discuss adjusting instruction based on grade level, classroom, or subgroup data.
- c. Conduct data chats to ensure that students' needs are being addressed and to determine progress.

**Person**

**Responsible**

Carly Rejc (carlene.rejc@palmbeachschools.org)

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

- 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 and resource teachers to provide tutorial.
- d. Provide tutors with training to understand expectations and develop scope and sequence to execute tutorials.

**Person**

**Responsible**

Juan Lizcano (juan.lizcanosilva@palmbeachschools.org)

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

- a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
- b. Teachers will develop a rotational schedule as needed to ensure all students have access to technology.
- c. Teachers will analyze student data from adaptive technology use to provide differentiation in small groups.

**Person**

**Responsible**

Suzanne Berry (suzanne.berry@palmbeachschools.org)



## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### 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. We incentivize Positive Behavior Support through trimester award ceremonies and student celebrations.

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 liaison 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 5th grade students who are responsible, respectful, and set a good example for the students. Their 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, 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.

As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and/or a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan.) This (these) program(s) is (are) supported by the (add department(s) name: i.e., Department of Early Childhood Education and/or Department of Exceptional Student Education) and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

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

Principal and Assistant 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.