
Title I Comprehensive Schoolwide Plan
WYNNEBROOK ELEMENTARY SCHOOL (1391)

ELA

1. List prioritized needs statements.

Wynnebrook Elementary school is dedicated to providing the necessary tools and climate to advance intellectually, socially, and emotionally. Our philosophy is that every child can learn and achieve success. According to the STAR literacy assessment, 30% of our students in kindergarten are on track to meet the end of year grade level expectations. STAR reading indicates that 35% of our first-grade students and 37% of our second-grade students are on track to meet end of the year grade level expectations. According to the FY25 FAST PM2 assessment, ELA predicted proficiency rates in grades 3-5 demonstrated growth from PM1. Third grade students increased from 13% to 27%, fourth grade increased from 29% to 43%, and fifth grade students increased from 28% to 42%.

2. List the root causes for the needs assessment statements you prioritized.

Teachers require additional support in PLCs to ensure resources align with BEST standards and are implemented with fidelity. In addition, teachers require relevant professional development to ensure effective literacy instruction. Students require differentiated instruction to meet their individualized needs and close the achievement gaps.

3. Share possible solutions that address the root causes.

The ELA SSCC will provide PD on reading strategies/interventions that would have a positive impact on all student subgroups. Additionally, the ELA SSCC will explore resources aligned to BEST standards, create opportunities for ELA resource teachers to provide push-in support, and build a culture of love for ELA. Afterschool tutoring programs will provide additional instruction to increase student achievement. In order to support remediation and small group instruction, additional resource teachers in all ELA classrooms is necessary.

4. How will school strengthen the PFEP to support ELA?

- Communication

Parent link, flyers, parent-teacher conferences

- Parent Training

Provide parents with reading/writing parent trainings that provide them with the tools necessary to support their child's learning at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- School

Provide parent training to support the use of ELA strategies at home. Encourage students to participate in the Book Buddy Program

- Students

Complete homework and Book Buddy logs by reading a minimum of 20 minutes every night.

- Parents

Attend parent training and monitor their child's completion of homework and Book Buddy Logs.

- Staff Training

Provide parents with reading/writing parent trainings that provide them with the tools necessary to support their child's learning at home.

- Accessibility

Offer childcare for parent trainings, provide resources and contacts for homeless or migrant families, translation services will be offered during trainings and parent/teacher conferences.

Math

1. List prioritized needs statements.

Wynnebrook Elementary School is dedicated to providing the necessary tools and climate to advance intellectually, socially, and emotionally. Our philosophy is that every child can learn and achieve success. According to the STAR PM2 math assessment, 28% (6% PM1) of our kindergarten students, 29% (13% PM1) of our first-grade students, and 38% (19% PM1) of our second-grade students are on track to meet end-of-year grade level expectations. FAST PM2 math data indicated 15% (2% PM1) of our third-grade students, 17% (3% PM1) of our fourth-grade students, and 23% (7% PM1) of our fifth-grade students are on track for proficiency for PM3. Among our fourth-grade AMP students, 52% are on track to demonstrate proficiency on PM3. Students in AMP 5 are predicted 100% proficiency by PM3.

2. List the root causes for the needs assessment statements you prioritized.

Students need to obtain fluency in foundational and remediation skills to master grade-level standards. Students need time to remediate skills/concepts that have yet to be mastered for grade-level and previous grade-level standards to close achievement gaps. Teachers require meaningful professional development on the usage of manipulatives, differentiated instruction, remediation opportunities. Also, support from the SSCC to analyze data and additional support to increase student achievement.

3. Share possible solutions that address the root causes.

After school tutorial to support the fluency of foundational skills. Resource teachers in math classrooms to provide additional support with differentiated instruction. Math SSCC to coach teachers and provide additional support in PLCs.

4. How will school strengthen the PFEP to support Math?

• Communication

Parent links, Parent notification forms, Agenda.

• Parent Training

Provide trainings on how parents can support their child at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

Provide trainings and materials for parents to implement math strategies at home.

- **Students**

Complete homework and use manipulatives at home.

- **Parents**

Monitor and facilitate the practice of manipulatives and fact fluency.

- **Staff Training**

Increasing parental involvement by understanding the needs of all of our students while addressing the individual barriers our families are faced with. Reviewing data in PLC to implement differentiated instruction strategies.

- **Accessibility**

Translation services and childcare

Science

1. List prioritized needs statements.

Wynnebrook Elementary School is dedicated to providing the necessary tools and climate to successfully advance intellectually, socially, and emotionally. Our philosophy is that every child has the ability to learn and achieve success. According to the district diagnostic exam, 52% of our fifth-grade students are predicted to achieve a level three or higher proficiency on the SSA.

2. List the root causes for the needs assessment statements you prioritized.

Students require reteaching of the fair game benchmarks. Teachers lack professional development in differentiated hands-on instruction

3. Share possible solutions that address the root causes.

Additional support/resource teachers to provide small group instruction. Additional coaching/support from SSCC. Purchase supplemental resources to use in the classroom. After-school tutorials to remediate and enrich learning.

4. How will school strengthen the PFEP to support Science?

- Communication

Parent links and the agenda.

- Parent Training

Provide parent training on how they can help their child at home with science concepts.

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- School

Provide science training and materials for parents to use at home with their child.

- Students

Share information with parents, complete home and use materials at home.

- Parents

Monitor progress and assist the child at home by implementing strategies learned in the training.

- Staff Training

How to communicate with parents on skills and strategies that would allow parents to incorporate science at home.

- Accessibility

Translation services and child care.

Action Step: Classroom Instruction

Engage students in differentiated instruction, standards based, small group support and afterschool tutorials to provide targeted intervention to support students.

Budget Total: \$109,854.00

Acct Description	Description																								
Resource Teacher	Push-in, pull-out Resource Teacher will provide ELA small group intervention through differentiated instruction for 4rd grade identified students needing remediation.																								
Supplies	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Supply Type</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Pens, markers</td> <td>1</td> <td>\$7.00</td> <td>General Supplies</td> <td>Original</td> <td>\$7.00</td> </tr> <tr> <td>Copy Paper - Cases</td> <td>4</td> <td>\$40.00</td> <td>General Supplies</td> <td>Original</td> <td>\$160.00</td> </tr> <tr> <td>Adjustment - benefits credit and final allocation.</td> <td>1</td> <td>\$4,502.00</td> <td>General Supplies</td> <td>Other</td> <td>\$4,502.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Pens, markers	1	\$7.00	General Supplies	Original	\$7.00	Copy Paper - Cases	4	\$40.00	General Supplies	Original	\$160.00	Adjustment - benefits credit and final allocation.	1	\$4,502.00	General Supplies	Other	\$4,502.00
	Item	Quantity	Rate	Supply Type	Type	Total																			
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Adjustment - benefits credit and final allocation.	1	\$4,502.00	General Supplies	Other	\$4,502.00																				
Resource	Resource teacher will conduct push-in/pull-out to instruct grades 3-5 math for remediation and enrichment.																								

Acct Description	Description								
Teacher									
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	After school tutorial will be conducted in January and February for Grades 1 through 5 in the subjects of ELA, Math and Science.	1	\$15.00	2	2	4	Non-Certified	Original	\$240.00
	After school tutorial will be conducted in January and February for Grades 1 through 5 in the subjects of ELA, Math and Science.	21	\$37.00	2	2	4.5	Certified	Original	\$13,986.00
	After school tutorial will be conducted in January and February for Grades 1 through 5 in the subjects of ELA, Math and Science.	1	\$15.00	1	1.75	4	Non-Certified	Original	\$105.00

Action Step: Professional Learning

Conduct on-going professional learning that will build expertise in curriculum, support the implementation of best practices, utilize data to drive instruction, and create data driven lessons.

Budget Total: \$232,146.00

Acct Description	Description
Single School Culture Coordinator	Single School Culture Coordinator (Math Focus) provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards. Conducts professional learning with teachers on best practices, guided reading, and other instructional strategies to meet the needs of all students.
Single School Culture Coordinator	Single School Culture Coordinator (ELA Focus) provides teachers with instructional leadership and support the continuous academic improvement of all students in accordance with Florida Standards. Conducts professional learning with teachers on best practices, guided reading, and other instructional strategies to meet the needs of all students.

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$4,350.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Shipping	1	\$126.98	General Supplies	Original	\$126.98
	Colored Paper	50	\$3.95	General Supplies	Original	\$197.50
	Copy Paper	15	\$34.69	General Supplies	Original	\$520.35
	Pens pack of 12	11	\$3.20	General Supplies	Original	\$35.20

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Card stock-ream	10	\$16.25	General Supplies	Original	\$162.50
	Expo Markers pack of 4	10	\$5.50	General Supplies	Original	\$55.00
	Chart Paper	12	\$34.64	General Supplies	Original	\$415.68
	Chart Markers pack of 4	7	\$4.45	General Supplies	Original	\$31.15
	Leveled books at various prices for parent training	400	\$5.00	Program Supplies	Original	\$2,000.00
	Pencils pack of 12	25	\$1.51	General Supplies	Original	\$37.75
	Posts its	11	\$16.99	General Supplies	Original	\$186.89
	Highlighters	11	\$6.75	General Supplies	Original	\$74.25
	File Folders-Box of 100	12	\$6.05	General Supplies	Original	\$72.60
	Ink	8	\$42.55	Technology	Original	\$340.40
	Crayons	25	\$3.75	General Supplies	Original	\$93.75

Mission Statement

1. Mission Statement

Wynnebrook Elementary School's mission is to engage all parents in their children's education through training sessions, informational meetings, and our "Reach Out" Resource Center. Research shows that family support boosts student success. We will hold meetings at convenient times for families, and with the help of business partners and volunteers, we aim to enhance student achievement through active community involvement.

Involvement of Stakeholders

Name	Title
Gina North	Principal
Juan Lizcano	Assistant Principal
Carlene Rejc	Single School Culture Coordinator
Nicole Trampas	Parent Liason
Nicole Brown	Parent
Joseph VanderGast	Single School Culture Coordinator
Jovelle Gordon	Teacher
Nicholas Dull	Business Partner

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

The procedure for selecting members representing stakeholders is to compile a group of people that represent administrators, teachers, parents, and business partners. All stakeholders were invited to the initial SAC meeting, and members were selected based on ability to attend meetings, involvement in activities, and by approval from other SAC members. All members contribute towards the success of the school and have different perspectives to offer. The members also represent the demographic makeup of our school student population to provide equity for all students.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

The comprehensive needs assessment took place on February 21, 2024. Stakeholders were invited to review key findings from data, and prioritize the needs for the 24-25 school year. Each subject area was discussed, and the impact of Title I services and funding was reviewed. Stakeholders gave input on what additions they would like for the FY25 school year.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders were provided data from the previous school year and reviewed the PFEP. An open conversation about strengths and weaknesses was conducted. Parents are supportive of Title I funding going towards resource teachers and tutorials, and requested parent trainings on reading, math, and writing. Parents would like to receive reminders of upcoming trainings or meetings through ParentLink texts, call-outs, and paper flyers.

Name	Title
Gina North	Principal
Juan Lizcano	Assistant Principal
Carlene Rejc	Single School Culture Coordinator
Joseph VanderGast	Single School Culture Coordinator

Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

September 18, 2025 6pm in the Media Center.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

ParentLink call-out, texts, and flyers

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

PowerPoint Presentation, handouts, parent evaluation, agenda, sign in sheet Handouts including the Schoolwide Plan, Parent and Family Engagement Plan and the School-Parent Compact.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Diverse learners training

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will be able to develop the confidence and competence to work with our families to implement effective strategies that can be used at home to support the needs of our diverse learners. Teachers will engage in differentiation activities based on the needs of the students to support academic growth. Our families will be equipped with specific skills, strategies, and resources specific to the preferred learning modalities of their child.

- What is the expected impact of this training on family engagement?

Teachers will be more comfortable communicating individualized skills, strategies, and resources specific to their child's preferred learning modalities. Teachers will also provide parents with strategies to support the various learning modalities of our diverse student population. If parents and teachers utilize resources to support the needs of our diverse learners, student achievement is likely to increase.

- What will teachers submit as evidence of implementation?

Parent conference notes, progress monitoring updates

- Month of Training

August

- Responsible Person(s)

Gina North, Juan Lizcano, Carlene Rejc, Joseph VanderGast

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Supporting Skills for Learning and Life at home

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will be able to communicate effective strategies and resources with families that strengthen teaching and learning of academic content, build confidence, support mental health, and enable youth and adults to overcome challenges.

- What is the expected impact of this training on family engagement?

Families will be equipped with strategies and resources to motivate and encourage learning at home by focusing on the specific skills for learning and life.

- What will teachers submit as evidence of implementation?

Parent-teacher conference notes.

- Month of Training

November

- Responsible Person(s)

Gina North, Juan Lizcano, Carlene Rejc, Joseph VanderGast

Parent Trainings

1. Parent and Family Capacity Building Training #1

- **Name of Training**

Reading Parent Training

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Parents will be able to support their child's learning at home by encouraging the use and implementation of specific reading strategies in order to meet their child's learning needs. Parents of kindergarten through second grade students will learn how to support their child's ability to recognize letters, sight words, and phonics. Parents of third through fifth grade students will learn how to support their child's ability to identify main idea, key details, compare and contrast, and how to use context clues to determine the meaning of unfamiliar words.

- **Describe the interactive hands-on component of the training.**

Parents will receive grade level appropriate folders containing resources such as sample questions and activities to implement with their child at home.

- **What is the expected impact of this training on student achievement?**

As a result of this training, increased parental involvement will improve student achievement.

- **Date of Training**

October 23, 2025

- **Responsible Person(s)**

Gina North, Juan Lizcano, Carlene Rejc, Joseph VanderGast

- **Resources and Materials**

Folders with grade appropriate resources, Google Slideshow, cardstock, copy paper, folders, agenda, pens, computer and projector, evaluations.

- Amount (e.g. \$10.00)

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

Math Parent Training

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents can support their child's learning at home by building their confidence and understanding of math strategies tailored to their child's needs. For parents of students in kindergarten through second grade, we will explain the math standards in easy-to-understand terms and teach strategies for counting using 1:1 correspondence, as well as basic addition and subtraction techniques. For parents of students in third through fifth grade, we will also present the standards in accessible language and explore strategies for multiplication and division, including the area model, distributive property, and the standard algorithm, to enhance fluency in these operations.

- Describe the interactive hands-on component of the training.

Parents will engage with strategies that are grade level appropriate through modeling, scaffolding, and individual practice in order to implement the strategies learned at home with their child.

- What is the expected impact of this training on student achievement?

Parents will develop the skills and strategies necessary to support the learning of math at home while increasing student achievement.

- Date of Training

January 23, 2026

- **Responsible Person(s)**

Gina North, Juan Lizcano, Carlene Rejc, Joseph VanderGast

- **Resources and Materials**

Folders with grade appropriate resources, flashcards, anchor charts with strategies, multiplication tables, samples of student work, copy paper, pens, computer and projector, easel, evaluations

- **Amount (e.g. \$10.00)**

TBD

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Writing Parent Training

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

To support student learning at home, parents will learn the foundational skills necessary to write complete sentences, paragraphs, and the structure of an essay.

- **Describe the interactive hands-on component of the training.**

Parents will interact with writing rubrics in addition to practicing strategies that increase their child's ability to write.

- **What is the expected impact of this training on student achievement?**

Parents will develop their ability to assist with writing strategies at home. As a result, they will contribute to improved student achievement.

- **Date of Training**

February 19, 2026

- **Responsible Person(s)**

Gina North, Juan Lizcano, Carlene Rejc, Joseph VanderGast

- **Resources and Materials**

Folders with grade level appropriate resources, cardstock, copy paper, agenda, evaluations, pens, computer and projector.

- **Amount (e.g. \$10.00)**

TBD

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- **Name of Agency**

Mckinney Vento

- **Describe how agency/organization supports families.**

Support families that are experiencing homelessness such as school transportation, counselling, school supplies, and uniforms.

- **Based on the description list the documentation you will provide to showcase this partnership.**

Emails, brochures, and flyers

- Frequency

As needed

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Back to Basics Program

- Describe how agency/organization supports families.

Provides families with a holiday gift of sneakers, undergarments, socks, and a toy. Also provides uniforms at the beginning of the school year.

- Based on the description list the documentation you will provide to showcase this partnership.

Partnership agreement, thank you letters

- Frequency

As needed

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Royal Palm Flooring

- Describe how agency/organization supports families.

Royal Palm Flooring continuously supports our school by going out of their way to assist our community/students in meeting their needs. This organization supports our families by providing funds to purchase school supplies and sponsoring students to participate in the Washington D.C. field trip.

- Based on the description list the documentation you will provide to showcase this partnership.

Thank you letters, press releases

- Frequency

As needed

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

ParentLink emails, ParentLink texts, annual meeting, PTA/SAC meetings, and paper flyers will be provided to families in a format and language parents can understand.

- **List evidence that you will upload based on your description.**

Flyers sent home, stickers in student agendas

- **Description**

Open house, Curriculum night, PTA/SAC meetings, progress reports, report cards, parent trainings, and parent/teacher conferences.

- **List evidence that you will upload based on your description.**

Curriculum night powerpoints, parent/teacher conference notes, PTA/SAC meeting agenda

- **Description**

SIS gateway, Performance Matters student online portal, open house, curriculum night, progress reports, report cards, parent trainings, PTA/SAC meetings, and notices using student agendas will be provided in a format and language parents can understand.

- **List evidence that you will upload based on your description.**

Curriculum night invitation flyers, parent/teacher conference notes

- **Description**

ParentLink emails, ParentLink texts, notices using paper flyers, PTA/SAC meetings, Title I annual meeting, Comprehensive Needs Assessment, and parent/teacher conferences.

- List evidence that you will upload based on your description.

Invitation to Comprehensive Needs Assessment, parent/teacher conference notes

- Description

Evening meetings to accommodate parents that work, childcare, home visits.

- List evidence that you will upload based on your description.

Recordings of trainings, PowerPoint presentations

Accessibility

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

Wynnebrook Elementary will ensure that families with limited English proficiency feel welcome to participate in their child's education and remove barriers to achieve this. We will provide childcare during all parent workshops, use of CLFs at meetings, Hispanic Human Resources supplies a language facilitator once a week to train and help our Hispanic families. ParentLink emails and texts will be in the family's native language.

- List evidence that you will upload based on your description.

Screenshots of ParentLink texts, emails, minutes from annual meeting, evaluations

- Description

We will ensure that families with disabilities feel welcome to participate in their child's education and remove barriers to achieve this. Sign language facilitator will be present if hearing impaired parent needs support. Ramps and wheelchair lift will be available if necessary, along with assistance from teacher/administrator when necessary and any other support as the need arises.

- List evidence that you will upload based on your description.

Screenshots of ParentLink texts, emails, minutes from annual meeting, evaluations

- Description

We will work with the Migrant or Multicultural department to ensure that migrant families feel welcome to participate in their child's education and remove barriers to achieve this. Assistance with completing lunch application, providing school supplies, contacting community agencies, etc. We will also provide childcare, phone conferences, and any other support as the need arises.

- List evidence that you will upload based on your description.

Screenshots of ParentLink texts, emails, minutes from annual meeting, evaluations

- Description

We will ensure that homeless families feel welcome to participate in their child's education and remove barriers to achieve this. Assistance with completing lunch application, providing school supplies, contacting community agencies, etc. Our "Reach Out" Resource Center will seek to provide resources available to help homeless families with their child's education and any other support as the need arises.

- List evidence that you will upload based on your description.

Screenshots of ParentLink texts, emails, minutes from annual meeting, evaluations

Other Activities

1. Activity #1

- Name of Activity

TBD

- Brief Description

TBD

2. Activity #2

- Name of Activity

TBD

- Brief Description

TBD

3. Activity #3

- Name of Activity

TBD

- Brief Description

TBD

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

The culture of Wynnebrook Elementary School is centered around our Code of Conduct, which includes the principles: I am Respectful, I am Responsible, I am a Peacemaker, and I am Prepared. Each morning, during the announcements, leadership reminds students to adhere to the Code of Conduct and promotes character-building activities, such as completing a kindness calendar or encouraging students to express gratitude to cafeteria staff. Teachers also conduct social-emotional learning lessons in the mornings to help students develop self-awareness, self-management, responsible decision-making, social awareness, and relationship skills. At the end of each trimester, students who consistently uphold the Code of Conduct are recognized and invited to our success assembly celebration, attended by the principal, assistant principal, and invited family members. Additionally, students who achieve academically are also invited to this assembly. During leadership team meetings, we discuss both the academic and social-emotional needs of our students. We provide updates on student progress monitoring through the Multi-Tiered System of Support (MTSS). If any students require counseling, referrals are made to appropriate counseling agencies, and school guidance counselors meet with the students. Counselors also provide specialized instruction on topics such as safety, bullying, conflict resolution, and character education.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The schoolwide behavioral system in place is Wynnebrook Elementary's Code of Conduct: I am respectful, I am responsible, I am a peacemaker, and I am prepared. Effective multi-disciplinary teams are in place to problem solve and create action plans for non-proficient students by implementing the following: iReady, small group differentiated instruction, iii, and after school tutoring. Students who need instructional intervention beyond what is usually provided for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. This system is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels. Core instruction - All students receive small group instruction based on individual reading levels. Students are instructed on their reading level, according to grade-specific standards. Supplemental instruction - Some students receive additional instruction based on academic need. These students are instructed on their level using a targeted intervention in a small group or one-on-one setting. Intensive instruction - Few students receive additional time of instruction beyond supplemental. They are also instructed on their level using a targeted intervention in a one-on-one setting.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Students are actively engaged with complex texts, tasks, and discussions, using evidence from their readings to create rigorous, standards-based work samples. They participate in a coherent progression of mathematical practices that connect new concepts to prior knowledge while targeting the rigor outlined by the standards. During our Professional Learning Communities, teachers continuously analyze the standards and collaboratively plan and discuss strategies for effective curriculum implementation. Additionally, teachers engage in professional development opportunities to enhance their skills. Students also have access to various enrichment activities that take place after school, including the student chorus, musical theater club, Kiwanis club, art club, academic tutorial program, gardening club, and afterschool care. All of these enrichment opportunities connect classroom learning to real-world applications, ensuring that instruction remains meaningful for students.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Students have the opportunity to qualify for an advanced mathematics program known as AMP. This program is designed for students who are performing above grade level and focuses on additional standards that correspond to the next grade level. Students receive instruction in small groups and follow a rigorous curriculum. Assessments are based on the standards being taught. During the school day, students also have opportunities to engage in project-based learning, which incorporates real-world and personally meaningful projects. For students performing below grade level, interventions are provided to help close the achievement gap and set them up for success in future grade levels.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Wynnebrook Elementary School offers a Voluntary Prekindergarten (VPK) program during the school year, along with additional enrichment hours to help children prepare for kindergarten. The Department of Early Childhood Education supports this program and adheres to all the rules and requirements outlined in the Florida VPK Statewide Provider Agreement. It utilizes a curriculum that aligns with children's developmental progress, as established by the performance standards set by the Florida Department of Education. The goal is to ensure that children participating in the program transition to kindergarten feeling prepared and ready to succeed in school and beyond. To assist with the transition to kindergarten, Wynnebrook Elementary School hosts a Kindergarten Round-Up Program in May. A week before school begins, families and students are invited to Meet the Teacher Night, where they can meet their child's teacher, explore the classroom, and receive an overview of the curriculum. The school also offers informational packets for parents to use with their children. Additionally, the Kindergarten Round-Up Program provides resources from local community agencies to support families, and on-site tours are available for new kindergarten families upon request. An immunization van will be present to offer vaccination services for children entering school.

Professional Development

1. Professional Development

Our school center offers numerous opportunities for professional development. In-house training takes place on Professional Development Days and during weekly Professional Learning Communities, facilitated by instructional coaches or lead teachers. A Single School Culture Coordinator supports these Professional Learning Communities, assists with curriculum alignment, professional development, data analysis, and provides support for teachers as needed. We also engage in vertical planning meetings to align best practices and share instructional strategies within subject departments. Teachers are encouraged to pursue any professional development opportunities they find interesting, whether offered by the school district or elsewhere, and will receive coverage from a substitute teacher during their absence. During the summer, many teachers participated in district-provided training, including Reading Record Training and Envision/SuccessMaker trainings, to familiarize themselves with the new curriculum being implemented this year. Additionally, new teachers are paired with veteran teachers through an ESP program to receive mentorship.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Teachers are recruited through the Palm Beach County job fair, and recommendations come from the School District's HR department and the Regional Office. Candidates are selected through an interviewing process that utilizes targeted questions formulated by the leadership team and district officials. Once hired, each new teacher is assigned a mentor to provide coaching support during their initial years. Additionally, teachers benefit from Professional Learning Communities, where they receive resources and engage in discussions about best instructional practices. The school culture promotes an environment that encourages teachers to seek help when they have questions and to collaborate with veteran teachers. Department chairs assist teachers with lesson planning and remind them of deadlines and administrative requests. Teachers also have the opportunity to earn extra pay by tutoring or leading after-school clubs. Walkthroughs and observations facilitate discussions regarding teaching strengths and areas for growth, guided by the administration. An Open Door Policy is in place, ensuring that administrators are always available to answer questions and provide support.