Wellington Elementary School

2016-17 Schoolwide Improvement Plan

Wellington Elementary School

13000 PADDOCK DR, Wellington, FL 33414

https://wele.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	45%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	B	A

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. 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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Wellington Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Wellington Elementary School and community will provide a learning environment conducive to each child's academic and personal development that prepares them to be college and career ready.

b. Provide the school's vision statement.

Our vision for the next five years is that all members of the student population will increase in their ability to:
*work cooperatively with other students to reach a goal
*access, organize, and apply a variety of knowledge sources, including technology, in meaningful ways
*apply and express problem solving skills, including higher level thinking skills, to new learning situations in written and oral form
*achieve higher levels of literacy -reading, writing, speaking, listening, viewing and presenting
*achieve higher levels of math fluency/literacy
*utilize the fine arts program to enhance and enrich student learning
*utilize the physical education program to enhance and enrich student health and learning
*promote awareness of good nutrition and exercise to promote a healthy lifestyle.
To make the vision a reality, the school continues to identify certain teaching strategies and practices that should be employed in all classrooms. These strategies have been emphasized in previous years and will continue to be implemented:
*integrate learning with an emphasis on critical thinking skills
*cooperative learning
*alternative assessment methods
*organizational plan for students
*explore and develop strategies to increase literacy
*differentiated instruction
*variety of instructional models including team teaching, looping, and self-contained classes.
The 2015-2016 focus will be:
*develop strategies that address specific areas that increase skills in math, reading, science and writing
*implement the use of instructional and informational technology across the curriculum
*provide a safe, secure, healthy environment for students, faculty, and staff
*communication among and involvement of faculty and community
*expanding the integration of the arts into the current curriculum

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Wellington Elementary will infuse the content required by Florida Stature 1003.42(2) and S.B.Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to:
-History of Holocaust
-History of Africans and African Americans
-Hispanic Contributions

-Women's Contributions
-Sacrifices of Veterans

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Wellington Elementary has a School-wide Positive Behavior Support (SwPBS) that lets students know the expected behavior on the campus before, during, and after school. The SwPBS committee provides professional development on school-wide behavior expectations and procedures. Posters, videos, and t-shirts are used throughout the school as reminders of expected behaviors. Character Counts Education Program is utilized throughout the year highlighting desirable traits. At the school we also participate in drills to help make the students aware of what to do in case of an emergency.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Teachers are trained in classroom management strategies. Teachers use differentiated instruction to meet the needs of all students. Teachers convey and review expectations for each learning activities and establish classroom behavior management systems that mirror SwPBS expectations. We also recognize positive student behavior with Paws-i-tive referrals.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

School Based Team (SBT) meets regularly to discuss students with barriers to academic and social success.

Paws-i-tive Referral Program is also used to recognized students who are following school-wide expectations.

a comprehensive school counseling service is also implemented.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Wellington Elementary utilizes data systems to identify students who have attendance, behavioral, or academic concerns. Teachers and staff are made aware of these students with these early warning indicators. Plans are put in place to address these problems, including SBT, RtI, individual behavior plans, and attendance monitoring.

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	16	17	10	14	12	14	0	0	0	0	0	0	0	83
One or more suspensions	0	4	2	1	5	4	0	0	0	0	0	0	0	16
Course failure in ELA or Math	18	32	11	24	27	27	0	0	0	0	0	0	0	139
Level 1 on statewide assessment	0	0	0	31	28	31	0	0	0	0	0	0	0	90

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	12	3	15	24	25	0	0	0	0	0	0	0	82

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Effective multi-disciplinary teams are in place to problem solve and create action plans. SAI, LLI, before and after school tutorial, and Fundations are used to support identified students. Individual plans, PMPs, attendance contracts, etc are created, implemented, and monitored.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Our goal is to provide more opportunities for parents to participate in school-sponsored events (open house, parent conferences, academic nights, PTO, SAC). We will provide parental participation opportunities during the day and evening to meet the needs of parents. We would also like to increase the number of volunteers for FY17.
We use newsletters, call-outs, edline, and facebook to communicate with our parents.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Our school participates in the Five Star Award program.
Business partners and community members attend and participate in the decision making on the School Advisory Council.
Teachers comprise a Home and School Connection Committee (articles to local newspapers, Food Drive, School Clothing Pantry, and Winter Gift Tree).

PTO solicits Community/Business Partnerships to increase fundraisers.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Atkinson, Gerri	Teacher, K-12
Vaughan, Maria	Principal
Harrington, Kim	Assistant Principal
Kuperman, Lisa	School Counselor
Lewis, Dina	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The school's Leadership Team consists of the Guidance Counselor,ESE Coordinator, Principal, Assistant Principal, and SAI Teacher.

The school's Leadership Team meets regularly to discuss the procedural and scheduling needs of the RtI process.
Included in these meetings are the prioritizing of students discussed on the agenda based on their academic and behavioral data; communication with teachers, parents, and other key participants.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Leadership Team meets regularly, both formally and informally, with the school's Principal and Assistant Principal to discuss the needs of the students and teachers based upon both aggregate and individual data. Classroom teachers collect data from classroom assessments, district diagnostics, as well as state assessments. These needs assessments are included during the development of the School Improvement Plan.

Wellington Elementary is not a Title I school. However, students who qualify do have the option to receive free/reduced lunch through the School Food Service. The district's nutritional program requires that all students take a vegetable and fruit during lunch. In addition, all students are able to receive free breakfast daily.

Our school Migrant Liaison provides services and support to students and parents in need and coordinates with district staff resources when needed.

Title III Services are provided through the district for education materials and ELL district support

services to improve the education of immigrant and English Language Learners. At the school level, teachers are ESOL endorsed to utilize appropriate strategies and there is an ELL Teacher and a Community Language Facilitator (CLF) that assists ELL students in the classroom.

The District receives funds for programs such as Red Ribbon Week and Positive Behavior Supports that promotes prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement. Teachers implement safety and drug-free lessons with students. Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our behavior matrix, and teaching expected behaviors. We communicate with parents any behavior concerns, utilize interventions, and monitor SwPBS during RtI and grade level meetings. We instill an appreciation for multicultural diversity through our antibullying campaigns, and celebation of disability awareness weeks

Title X- Homeless
The District Homeless Coordinator provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The school guidance counselor and administration work with families who are homeless in order to provide needs.

Supplemental Academic Instruction (SAI)- The SAI teacher provides small group intensive reading instruction, using Leveled Literacy Intervention (LLI) systems during the school day to students in grades 2 and 3 who are below reading proficiency. The SAI teacher also works with 4th and 5th graders in Tier III of the RtI process.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Misty Perez	Parent
Maria Vaughan	Principal
Gerri Atkinson	Teacher
Christie Greenspan	Parent
Dawn Laborde	Parent
Sandy Wilensky	Business/Community
Cathy West	Teacher
Brynn Tiscione	Parent
Laura Mosconi	Parent
Jennifer Allen	Teacher
Marjorie Condon	Education Support Employee
Angeli Herod	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Last year's plan had 2 goals. One of our goals were to increase students' comprehension proficiency by 9%. The second goal was to increase students' math proficiency by 13%.

b. Development of this school improvement plan

The School Improvement Plan goals were written by SAC members. The plan will be presented to faculty and members of SAC with request for additions/changes.

c. Preparation of the school's annual budget and plan

The annual budget plan for the School Improvement plan was based on the needs and strategies listed in the plan. The School Advisory Council approves the budget and any requests for funds.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

SIP funds were utilized to purchase Razkids, Reading Eggs, and Starfall Plus which are web based Reading programs. Funds were also used for substitutes. In addition, Funds were used to purchase thermal poster paper in the amount of $270.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Skelston, Mari	Teacher, K-12
Allen, Jennifer	Teacher, K-12
Harrington, Kim	Assistant Principal
Atkinson, Gerri	Teacher, K-12
Vaughan, Maria	Principal
McClanahan, Anna	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

This group of professionals is comprised of leaders in literacy. This team includes a literacy leaders from both primary and intermediate grade levels, a representative from ESE, and administration. Our goal is to increase:
-The percentage of our students in the lowest 25% making learning gains.
-Improving the coordination of instructional efforts through implementation of iii and the RtI process.
-Improving communication between grade levels relative to preparing students for the next grade level.

-Informing parents of strategies to improve literacy at home through reading nightly.
-Parental involvement Events

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Wellington Elementary encourages positive working relationships with teachers participating in Professional Learning Communities. Teachers focus on students' academic needs and progress. Student improvement is monitored and instruction is modified as needed. Teachers are able to share strategies and resources during these collaborations.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Administration attended the PBC School District Job Fair to recruit teachers. In addition, administration screens and interviews applicants for various instructional positions. During the school-year, new teachers are provided Professional Development Opportunities at the school site. Teachers are also given a choice to team with other teachers in either one grade level or a multi-grade level model. Teachers are informed of training and course opportunities to expand certification and professional growth. In addition, we appropriately place college practicum students and student teachers with highly qualified teachers.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

New teachers are paired with veteran teachers in their grade level who have Clinical Education Training. They have monthly meetings with their mentor and administration. Teachers review Observation Requirements, best teaching practices, as well as the school-wide procedures.
Mentors will strengthen new educator knowledge of instructional practices and begin their process of lifelong learning through Month- to- Month Activities. The activities will include the following:
Creating Competency in Lesson Planning, Instructional Delivery, the Learning Environment and Promoting Congeniality and Professionalism. The mentors will conduct non-evaluative observations of their paired new educator and then model best teaching practices. Every month mentor and new educator will meet to discuss their progress towards mastering their desired goals.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Wellington Elementary School creates ongoing opportunities for teachers to plan and discuss the reading and writing curriculum. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Wellington Elementary utilizes the RtI process, the use of tutorials, SAI services, and small group instruction to meet the diverse needs of our students. All teachers contributes to literacy improvement of all students by:
-utilizing a balanced literacy approach
-providing iii instruction based on student needs
-providing instruction aligned with Language Arts Standards for their grade level
-providing LLI instruction
-monitoring progress at the class and grade level during Learning Team Meetings
-choosing methods of instruction based on the needs of students

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program
Minutes added to school year: 3,600

Students who attend aftercare may receive afterschool tutorial.

Strategy Rationale

To improve student proficiency.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Harrington, Kim, kim.harrington@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected after students take the state assessment and when they take the diagnostics assessments. Teachers and administration will analyze student learning gains and proficiency levels to determine mastery of grade level standards.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Wellington Elementary has five ESE PreK units and two VPK on campus. Students participating in those classes are made a part of the regular school day activities. We also hold a kindergarten "RoundUp" in the Spring to inform parents about our school, tour kindergarten classes, and learn about kindergarten readiness. We also involve our local community PreK programs and give them information about our school and the expectations for kindergarten readiness. In addition, we hold ESE PreK to K transition meetings with the IEP teams of students as needed.

For students in 5th grade moving on to middle school, we have local middle schools coming to our school to talk about their schools. They also go on a tour of the middle school and participate in a mock-school day. IEP transition meetings are also used to help students matriculate to middle school.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

n/a

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

n/a

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

n/a

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

n/a

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

G2.   If we deliver effective and relevant instruction to meet the needs of all students, then we will increase our proficiency on Science FCAT 2.0.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. `1a`

🔍 G083818

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	83.0
FSA ELA Achievement	63.0

Targeted Barriers to Achieving the Goal `3`

- Pulling strategic small groups for small group instruction

- Teachers are unable to reach students at their level, during 90 minute reading block

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Literacy Series-Wellington Elementary is using Scholastic's Everyday Literacy which consist of classroom book sets for read alouds, shared reading, and independent reading. This series also has a resource room that consists of six packs of leveled books with thirty five titles per levels A-Z. Books are separated by levels and skills.

- Reading Nights- (1) Literacy Night- Parents and students are invited to gain reading resources (2) Book Fair- Providing books for students to read at home

- PLC- Teachers are involved in Professional Learning Communities (PLC) that will meet twice a month. The purpose of these meetings are to focus on learning, fixation on what students learned, demonstration of proficiency, engaging collaboration teams in building shared knowledge regarding essential curriculum.

- Utilizing the Keely Spinelli Grant provided by the Village of Wellington- (1) purchase of LLI kits, (2) hiring of 1 part time instructor, (3) provide morning tutorial

- Online Resources- i-Ready, Reading Counts, Star Fall, GoPebbles!, ReadWorks, and Learning Tools for Kids

- Supplemental Academic Instruction (SAI) Teacher-This teacher works with small groups of students (3 to 4 per group) using the Leveled Literacy Intervention (LLI) system. The SAI teacher focuses on the students in second and third grades that are below in reading. The LLI system is an intensive intervention lasting for 16 to 18 weeks. Students are monitored for progress every 6 to 8 days and instruction is adjusted as necessary. This teacher also works with Tier 3 students from any grade level as schedule allows.

- The Fine Arts team supplies resources for arts integration into the reading curriculum.

Plan to Monitor Progress Toward G1. `8`

Winter diagnostics, Unit Assessments

Person Responsible
Kim Harrington

Schedule
Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion
Increase in the number of proficient students on FSA.

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase our proficiency on Science FCAT 2.0. `1a`

🔍 G083819

Targets Supported `1b`

Indicator	Annual Target
Statewide Science Assessment Achievement	80.0
Statewide Science Assessment Achievement	65.0

Targeted Barriers to Achieving the Goal `3`

- Not enough planning time for hands on science activities

Resources Available to Help Reduce or Eliminate the Barriers `2`

- PLC- Teachers are involved in Professional Learning Communities (PLC) that will meet twice a month. The purpose of these meetings are to focus on learning, fixation on what students learned, demonstration of proficiency, engaging collaboration teams in building shared knowledge regarding essential curriculum.

- Online Resources- Think Central, Science Fusion, and Mystery Science

- Science Leadership Academy- meetings will be held with teachers from other schools to improve unpacking units, producing scales, reviewing NGSQ's and USA's, and science literacy integration.

- Science Lab- fully stocked science lab with materials for hands on experiments

- The Fine Arts team supplies resources for arts integration into the science curriculum.

Plan to Monitor Progress Toward G2. `8`

Chapter assessments, Unit assessments, Science FCAT 2.0

Person Responsible

Maria Vaughan

Schedule

Every 6 Weeks, from 12/5/2016 to 5/26/2017

Evidence of Completion

Increase in the number of proficient students on Science FCAT 2.0

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. 1

🔍 G083818

G1.B1 Pulling strategic small groups for small group instruction 2

🔍 B222696

G1.B1.S1 Teachers will utilize i-Ready diagnostic data to form strategic small groups. i-Ready will also provide customized learning to the individual. 4

🔍 S234964

Strategy Rationale

i-Ready has been proven to have successful results. i-Ready is user friendly.

Action Step 1 5

Making teachers aware of the different reports available through i-Ready to allow them to form strategic groups for instruction.

Person Responsible

Kim Harrington

Schedule

Monthly, from 8/1/2016 to 12/15/2016

Evidence of Completion

Print out i-Ready report of student grouping, teacher rooster of strategic groups with dates of small group

Action Step 2 5

Provide continuous support of i-Ready training for all teachers.

Person Responsible

Kim Harrington

Schedule

Annually, from 8/1/2016 to 5/28/2021

Evidence of Completion

Professional Development Records

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Teachers will have available strategic grouping along with dates of strategic groups instruction

Person Responsible

Kim Harrington

Schedule

Every 6 Weeks, from 10/1/2016 to 5/31/2017

Evidence of Completion

Print out i-Ready report

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Teachers will have available strategic grouping along with dates of strategic groups instruction

Person Responsible

Kim Harrington

Schedule

Annually, from 8/1/2016 to 5/28/2021

Evidence of Completion

Print out i-Ready report

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Monitor student progress on i-Ready lessons

Person Responsible

Kim Harrington

Schedule

Triannually, from 9/16/2016 to 6/2/2017

Evidence of Completion

Student progress i-Ready reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Monitor student progress on i-Ready lessons

Person Responsible

Kim Harrington

Schedule

Annually, from 8/1/2016 to 5/28/2021

Evidence of Completion

Student progress i-Ready reports

G1.B2 Teachers are unable to reach students at their level, during 90 minute reading block 2

🔑 B222697

G1.B2.S1 Teachers will utilize strategy groups and guided reading groups to effectively reach all students. 4

🔑 S234965

Strategy Rationale

Strategy groups allow students to improve on grade level skills. Guided reading groups meet students at their current reading level and help to improve their reading abilities.

Action Step 1 5

Teachers will be trained on how to form and effectively run strategy groups and guided reading groups.

Person Responsible

Maria Vaughan

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Professional development records and teacher follow up activity

Action Step 2 5

Provide continuous trainings on how to form and effectively run strategy groups and guided reading groups.

Person Responsible

Maria Vaughan

Schedule

Annually, from 9/19/2016 to 5/28/2021

Evidence of Completion

Professional development records and teacher follow up activity

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Monitor teacher strategic and guided reading group lesson plans

Person Responsible

Maria Vaughan

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Teacher Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Monitor teacher strategic and guided reading group lesson plans

Person Responsible

Maria Vaughan

Schedule

Annually, from 10/10/2016 to 5/28/2021

Evidence of Completion

Teacher Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Monitor of student progress

Person Responsible

Maria Vaughan

Schedule

Every 6 Weeks, from 10/24/2016 to 5/26/2017

Evidence of Completion

Reading Running Record, i-Ready Diagnostic

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Monitor of student progress

Person Responsible

Maria Vaughan

Schedule

Annually, from 10/24/2016 to 5/28/2021

Evidence of Completion

Reading Running Record, i-Ready Diagnostic

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase our proficiency on Science FCAT 2.0. `1`

🔍 G083819

G2.B1 Not enough planning time for hands on science activities `2`

🔍 B222701

G2.B1.S1 Presentation from Science Leadership Academy member on how to implement more science in the classroom. Customized professional development from district personnel `4`

🔍 S234972

Strategy Rationale

The presentations and professional development will allow teachers more time for group/grade planning of hands on science activities.

Action Step 1 `5`

Utilizing district personnel provide Professional Development to staff.

Person Responsible

Maria Vaughan

Schedule

On 5/26/2017

Evidence of Completion

Professional Development records and teacher follow up activities

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor lesson plans for hands on science activity

Person Responsible

Maria Vaughan

Schedule

On 5/26/2017

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor student progress

Person Responsible

Maria Vaughan

Schedule

On 5/26/2017

Evidence of Completion

Student work samples, NGSQ, USA, end of chapter assessment

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M307487	Winter diagnostics, Unit Assessments	Harrington, Kim	8/17/2015	Increase in the number of proficient students on FSA.	5/27/2016 monthly
G1.B1.S1.A1 A302819	Making teachers aware of the different reports available through i-Ready to allow them to form...	Harrington, Kim	8/1/2016	Print out i-Ready report of student grouping, teacher rooster of strategic groups with dates of small group	12/15/2016 monthly
G2.MA1 M307490	Chapter assessments, Unit assessments, Science FCAT 2.0	Vaughan, Maria	12/5/2016	Increase in the number of proficient students on Science FCAT 2.0	5/26/2017 every-6-weeks
G1.B2.S1.MA1 M307472	Monitor of student progress	Vaughan, Maria	10/24/2016	Reading Running Record, i-Ready Diagnostic	5/26/2017 every-6-weeks
G1.B2.S1.MA1 M307474	Monitor teacher strategic and guided reading group lesson plans	Vaughan, Maria	10/3/2016	Teacher Lesson Plans	5/26/2017 monthly
G1.B2.S1.A1 A302821	Teachers will be trained on how to form and effectively run strategy groups and guided reading...	Vaughan, Maria	9/19/2016	Professional development records and teacher follow up activity	5/26/2017 monthly
G2.B1.S1.MA1 M307488	Monitor student progress	Vaughan, Maria	11/14/2016	Student work samples, NGSQ, USA, end of chapter assessment	5/26/2017 one-time
G2.B1.S1.MA1 M307489	Monitor lesson plans for hands on science activity	Vaughan, Maria	10/24/2016	Lesson Plans	5/26/2017 one-time
G2.B1.S1.A1 A302829	Utilizing district personnel provide Professional Development to staff.	Vaughan, Maria	10/3/2016	Professional Development records and teacher follow up activities	5/26/2017 one-time
G1.B1.S1.MA1 M307470	Teachers will have available strategic grouping along with dates of strategic groups instruction	Harrington, Kim	10/1/2016	Print out i-Ready report	5/31/2017 every-6-weeks
G1.B1.S1.MA1 M307468	Monitor student progress on i-Ready lessons	Harrington, Kim	9/16/2016	Student progress i-Ready reports	6/2/2017 triannually
G1.B1.S1.MA4 M307469	Monitor student progress on i-Ready lessons	Harrington, Kim	8/1/2016	Student progress i-Ready reports	5/28/2021 annually
G1.B1.S1.MA2 M307471	Teachers will have available strategic grouping along with dates of strategic groups instruction	Harrington, Kim	8/1/2016	Print out i-Ready report	5/28/2021 annually
G1.B1.S1.A2 A302820	Provide continuous support of i-Ready training for all teachers.	Harrington, Kim	8/1/2016	Professional Development Records	5/28/2021 annually
G1.B2.S1.MA4 M307473	Monitor of student progress	Vaughan, Maria	10/24/2016	Reading Running Record, i-Ready Diagnostic	5/28/2021 annually
G1.B2.S1.MA2 M307475	Monitor teacher strategic and guided reading group lesson plans	Vaughan, Maria	10/10/2016	Teacher Lesson Plans	5/28/2021 annually
G1.B2.S1.A2 A302822	Provide continuous trainings on how to form and effectively run strategy groups and guided reading...	Vaughan, Maria	9/19/2016	Professional development records and teacher follow up activity	5/28/2021 annually

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

G1.B2 Teachers are unable to reach students at their level, during 90 minute reading block

G1.B2.S1 Teachers will utilize strategy groups and guided reading groups to effectively reach all students.

PD Opportunity 1

Teachers will be trained on how to form and effectively run strategy groups and guided reading groups.

Facilitator

Jill East

Participants

All Teachers

Schedule

Monthly, from 9/19/2016 to 5/26/2017

PD Opportunity 2

Provide continuous trainings on how to form and effectively run strategy groups and guided reading groups.

Facilitator

District Personal

Participants

All Teachers

Schedule

Annually, from 9/19/2016 to 5/28/2021

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase our proficiency on Science FCAT 2.0.

G2.B1 Not enough planning time for hands on science activities

G2.B1.S1 Presentation from Science Leadership Academy member on how to implement more science in the classroom. Customized professional development from district personnel

PD Opportunity 1

Utilizing district personnel provide Professional Development to staff.

Facilitator

Tom Salinsky

Participants

All Science Teachers

Schedule

On 5/26/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	**Making teachers aware of the different reports available through i-Ready to allow them to form strategic groups for instruction.**				**$0.00**
2	G1.B1.S1.A2	**Provide continuous support of i-Ready training for all teachers.**				**$0.00**
3	G1.B2.S1.A1	**Teachers will be trained on how to form and effectively run strategy groups and guided reading groups.**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	140-Substitute Teachers	1671 - Wellington Elementary School	School Improvement Funds		$1,000.00
			Notes: Substitutes			
4	G1.B2.S1.A2	**Provide continuous trainings on how to form and effectively run strategy groups and guided reading groups.**				**$400.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1671 - Wellington Elementary School	School Improvement Funds		$400.00
			Notes: Notes			
5	G2.B1.S1.A1	**Utilizing district personnel provide Professional Development to staff.**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	140-Substitute Teachers	1671 - Wellington Elementary School	School Improvement Funds		$1,000.00
			Notes: Substitutes			
					Total:	**$2,400.00**