

The School District of Palm Beach County

Wellington Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	53%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	B

**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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Wellington Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Wellington Elementary School envisions a community where students are given the skills to maximize their individual potential to become life-long learners and are inspired by creativity with an appreciation of the arts.

b. Provide the school's vision statement.

Wellington Elementary School will provide a learning environment conducive to each child's development that prepares every student to achieve his/her full potential in academics, in the arts and in life

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 Statute 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.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings. The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with

parents, and Monitoring SwPBS. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc.

Our school instills an appreciation for multicultural diversity through its anti-bullying campaign.

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 as well as student assemblies twice a year. 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.

Wellington Elementary established a Fine Arts Academy program in FY17. The implementation of this academy has allowed students to participate in a variety of creative arts activities that promote improvement in student engagement, critical thinking; social, emotional, cognitive, fine motor skills, and observational skills; as well as their self-esteem and overall academic performance. These activities include, but are not limited to, drama productions, news crew, journalism, chorus, violin, guitar, handbells, and visual arts.

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 activity 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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, Rtl, 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	17	13	15	15	10	15	0	0	0	0	0	0	0	85
One or more suspensions	3	0	4	3	3	6	0	0	0	0	0	0	0	19
Course failure in ELA or Math	18	31	60	40	26	35	0	0	0	0	0	0	0	210
Level 1 on statewide assessment	0	0	0	16	27	38	0	0	0	0	0	0	0	81
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	8	7	9	20	22	33	0	0	0	0	0	0	0	99

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 Foundations 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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 evenings to meet the needs of parents. We would also like to increase the number of volunteers for FY18. We use SAC and PTO meetings; 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. The school's communication liaison regularly provides articles to local media sharing school news and events. PTO

solicits Community/Business Partnerships to increase fundraisers.

C. Effective Leadership

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
Allen, Jennifer	
West, Cathy	

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 celebration 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
Sandy Wilensky	Business/Community
Cathy West	Teacher
Brynn Tiscione	Parent
Laura Mosconi	Parent
Jennifer Allen	Teacher
Marjorie Condon	Education Support Employee
Angela Herod	Parent
Adam Mentzer	Parent
William Maquire	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Last year's plan had 2 goals. The ELA goal was to increase proficiency to 63% for 3rd grade. Based on the FY17 FSA ELA scores, this goal was met and exceeded with 73% of 3rd grade students achieving proficiency. The Science goal was to increase proficiency of 5th grade students to 65%. Based on the FY17 FCAT Science scores, we did not meet this target as the number of students achieving proficiency was 61%.

b. Development of this school improvement plan

The School Improvement Plan goals were written by SAC members and teachers. 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 resource science books. Funds were also used for substitutes.

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
Lewis, Dina	

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 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.
- Improve the coordination of instructional efforts through implementation of iii and the Rtl process.
- Improve communication between grade levels relative to preparing students for the next grade level.
- Inform parents of strategies to improve literacy at home through reading nightly.
- Increase Parental involvement Events

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

Wellington Elementary encourages positive working relationships with teachers participating in Professional Learning Communities (PLCs). 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 the 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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Wellington Elementary School offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

Wellington Elementary has four ESE PreK units and two VPK on campus. Students participating in those classes are made a part of the regular school day activities. To assist with the transition of school-based and community children into the kindergarten program at Wellington Elementary School, we engage in the following kindergarten transition activities:

- Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education).
- We hold a kindergarten "Round Up" in the Spring to inform parents about our school, tour kindergarten classes, and learn about kindergarten readiness.
- We involve our local community PreK programs and give them information about our school and the

expectations for kindergarten readiness.

- Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher.
- In addition, we hold ESE PreK to K transition meetings with the IEP teams of students as needed.
- Providing home learning activities to families to help them prepare children for kindergarten entry
- Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray by implementing a staggered start.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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

 = 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 Math FSA.

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**

 G094933

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement - Grade 3	83.0
FSA ELA Achievement - Grade 3	73.0
FSA ELA Achievement	78.0

Targeted Barriers to Achieving the Goal **3**

- Pulling strategic small groups for small group instruction
- Students weak fluency, phonics, and vocabulary impede their comprehension.

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 is 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- hiring of 1 part time instructor, purchase Florida Ready MAFS and LAFS, and provide tutorials.
- 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 Academy Committee 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 8/8/2017 to 5/21/2018

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 Math FSA. 1a

G094934

Targets Supported 1b

Indicator	Annual Target
Math Gains	66.0
FSA Mathematics Achievement	71.0

Targeted Barriers to Achieving the Goal 3

- Students are lacking basic computational skills, algorithms, and vocabulary.

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.
- Problems of the Day
- Speed Drills-weekly
- Math Vocabulary wall
- Utilize Math committee to spearhead school-wide math initiatives.
- Direct Instruction

Plan to Monitor Progress Toward G2. 8

Classroom assessments, diagnostics, and FSA Math data

Person Responsible

Maria Vaughan

Schedule

Monthly, from 9/18/2017 to 5/21/2018

Evidence of Completion

Classroom assessments, diagnostics, and FSA Math data

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

 = 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

G094933

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

B255416

G1.B1.S1 Provide student with individualized learning opportunities to meet their needs. 4

S269913

Strategy Rationale

If we use data and appropriately identify students' needs, then we will see an improvement in their outcomes.

Action Step 1 5

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

Person Responsible

Kim Harrington

Schedule

Triannually, from 8/8/2017 to 5/21/2018

Evidence of Completion

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

Action Step 2 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 8/8/2017 to 5/21/2018

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Kim Harrington

Schedule

Annually, from 8/8/2017 to 5/21/2018

Evidence of Completion

Professional Development Records

Action Step 4 5

Teachers will pull guided reading groups according to the guided reading levels on a consistent basis.

Person Responsible

Kim Harrington

Schedule

Daily, from 8/8/2017 to 5/21/2018

Evidence of Completion

Lesson plans, teacher roster of strategic groups with dates of small group

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 9/11/2017 to 5/21/2018

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 9/18/2017 to 5/21/2018

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 8/8/2017 to 5/21/2018

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 8/8/2017 to 5/21/2018


Evidence of Completion

Student progress i-Ready reports

G1.B5 Students weak fluency, phonics, and vocabulary impede their comprehension. 2

 B255420

G1.B5.S1 Using data and observations teachers will group students for strategic instruction in phonics, fluency, and vocabulary. 4

 S269919

Strategy Rationale

With direct instruction in phonics, fluency and vocabulary should increase students' comprehension.

Action Step 1 5

Use collected data and observations to form strategy groups.

Person Responsible

Kim Harrington

Schedule

Monthly, from 9/18/2017 to 5/21/2018

Evidence of Completion

List of strategy groups

Action Step 2 5

Compile resources to be used for direct instruction in phonics, fluency, and vocabulary.

Person Responsible

Kim Harrington

Schedule

Annually, from 9/18/2017 to 5/21/2018

Evidence of Completion

Menu of available resources for teacher use.

Action Step 3 5

Students will receive direct instruction in fluency, phonics, and vocabulary.

Person Responsible

Kim Harrington

Schedule

Weekly, from 9/18/2017 to 5/21/2018

Evidence of Completion

Lesson plans, observations

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Obtain resources for teachers to use for instruction, list of strategy groups, and lesson plans

Person Responsible

Kim Harrington

Schedule

Triannually, from 9/18/2017 to 5/21/2018

Evidence of Completion

List of resources, strategy groups and lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

i-Ready, diagnostics, FSQs, RRRs, USAs, FSA ELA, SAT10

Person Responsible

Kim Harrington

Schedule

Triannually, from 8/8/2017 to 5/21/2018

Evidence of Completion

Scores


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

 G094934

G2.B1 Students are lacking basic computational skills, algorithms, and vocabulary. 2

 B255421

G2.B1.S1 Consistent use of math fluency drills on a weekly basis. 4

 S269921

Strategy Rationale

The use of weekly fluency drills will increase students' computational skills.

Action Step 1 5

Students will participate in weekly math fluency drills.

Person Responsible

Maria Vaughan

Schedule

Weekly, from 9/18/2017 to 5/21/2018

Evidence of Completion

Lesson plans, student products, observations, progress charts, committee agendas/sign-in sheets

Action Step 2 5

Provide resources for classroom teachers to utilize during weekly math fluency drills.

Person Responsible

Maria Vaughan

Schedule

On 5/21/2018

Evidence of Completion

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

Teachers will be provided resources to use for weekly math fluency drills. Weekly monitoring for implementation through lesson plans, walk-throughs, and observations.

Person Responsible

Maria Vaughan

Schedule

Weekly, from 9/18/2017 to 5/21/2018

Evidence of Completion

The evidence of implementation would be lesson plans, student progression chart, and student products.

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

Student progress will be monitored through progress charts and assessments.

Person Responsible

Maria Vaughan

Schedule

Every 2 Months, from 9/18/2017 to 5/21/2018

Evidence of Completion

Assessments and progress charts

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M385623	Winter diagnostics, Unit Assessments	Harrington, Kim	8/8/2017	Increase in the number of proficient students on FSA.	5/21/2018 monthly
G2.MA1 M385626	Classroom assessments, diagnostics, and FSA Math data	Vaughan, Maria	9/18/2017	Classroom assessments, diagnostics, and FSA Math data	5/21/2018 monthly
G1.B1.S1.MA1 M385606	Monitor student progress on i-Ready lessons	Harrington, Kim	8/8/2017	Student progress i-Ready reports	5/21/2018 triannually
G1.B1.S1.MA4 M385607	Monitor student progress on i-Ready lessons	Harrington, Kim	8/8/2017	Student progress i-Ready reports	5/21/2018 annually
G1.B1.S1.MA1 M385608	Teachers will have available strategic grouping along with dates of strategic groups instruction	Harrington, Kim	9/11/2017	Print out i-Ready report	5/21/2018 every-6-weeks
G1.B1.S1.MA2 M385609	Teachers will have available strategic grouping along with dates of strategic groups instruction	Harrington, Kim	9/18/2017	Print out i-Ready report	5/21/2018 annually
G1.B1.S1.A1 A360922	Teachers will utilize i-Ready diagnostic data to form strategic small groups. i-Ready will also...	Harrington, Kim	8/8/2017	Print out i-Ready report of student grouping, teacher roster of strategic groups with dates of small group	5/21/2018 triannually
G1.B1.S1.A2 A360923	Making teachers aware of the different reports available through i-Ready to allow them to form...	Harrington, Kim	8/8/2017	Print out i-Ready report of student grouping, teacher roster of strategic groups with dates of small group	5/21/2018 monthly
G1.B1.S1.A3 A360924	Provide continuous support of i-Ready training for all teachers.	Harrington, Kim	8/8/2017	Professional Development Records	5/21/2018 annually
G1.B1.S1.A4 A360925	Teachers will pull guided reading groups according to the guided reading levels on a consistent...	Harrington, Kim	8/8/2017	Lesson plans, teacher roster of strategic groups with dates of small group	5/21/2018 daily
G1.B5.S1.MA1 M385621	i-Ready, diagnostics, FSQs, RRRs, USAs, FSA ELA, SAT10	Harrington, Kim	8/8/2017	Scores	5/21/2018 triannually
G1.B5.S1.MA1 M385622	Obtain resources for teachers to use for instruction, list of strategy groups, and lesson plans	Harrington, Kim	9/18/2017	List of resources, strategy groups and lesson plans.	5/21/2018 triannually
G1.B5.S1.A1 A360932	Use collected data and observations to form strategy groups.	Harrington, Kim	9/18/2017	List of strategy groups	5/21/2018 monthly
G1.B5.S1.A2 A360933	Compile resources to be used for direct instruction in phonics, fluency, and vocabulary.	Harrington, Kim	9/18/2017	Menu of available resources for teacher use.	5/21/2018 annually
G1.B5.S1.A3 A360934	Students will receive direct instruction in fluency, phonics, and vocabulary.	Harrington, Kim	9/18/2017	Lesson plans, observations	5/21/2018 weekly
G2.B1.S1.MA1 M385624	Student progress will be monitored through progress charts and assessments.	Vaughan, Maria	9/18/2017	Assessments and progress charts	5/21/2018 every-2-months
G2.B1.S1.MA1 M385625	Teachers will be provided resources to use for weekly math fluency drills. Weekly monitoring for...	Vaughan, Maria	9/18/2017	The evidence of implementation would be lesson plans, student progression chart, and student products.	5/21/2018 weekly
G2.B1.S1.A1 A360935	Students will participate in weekly math fluency drills.	Vaughan, Maria	9/18/2017	Lesson plans, student products, observations, progress charts, committee agendas/sign-in sheets	5/21/2018 weekly
G2.B1.S1.A2 A360936	Provide resources for classroom teachers to utilize during weekly math fluency drills.	Vaughan, Maria	9/18/2017		5/21/2018 one-time

V. Professional Development Opportunities

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

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	Teachers will utilize i-Ready diagnostic data to form strategic small groups. i-Ready will also provide customized learning to the individual.	\$0.00
2	G1.B1.S1.A2	Making teachers aware of the different reports available through i-Ready to allow them to form strategic groups for instruction.	\$0.00
3	G1.B1.S1.A3	Provide continuous support of i-Ready training for all teachers.	\$0.00
4	G1.B1.S1.A4	Teachers will pull guided reading groups according to the guided reading levels on a consistent basis.	\$0.00
5	G1.B5.S1.A1	Use collected data and observations to form strategy groups.	\$0.00
6	G1.B5.S1.A2	Compile resources to be used for direct instruction in phonics, fluency, and vocabulary.	\$0.00
7	G1.B5.S1.A3	Students will receive direct instruction in fluency, phonics, and vocabulary.	\$0.00
8	G2.B1.S1.A1	Students will participate in weekly math fluency drills.	\$0.00
9	G2.B1.S1.A2	Provide resources for classroom teachers to utilize during weekly math fluency drills.	\$0.00
Total:			\$0.00