Wellington Elementary School

2018-19 Schoolwide Improvement Plan

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Wellington Elementary School

13000 PADDOCK DR, Wellington, FL 33414

https://wele.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	47%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	B	A*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

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.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

Provide the school's vision 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.

School Leadership Team

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

Name	Title
Vaughan, Maria	Principal
Kuperman, Lisa	School Counselor
Lewis, Dina	Teacher, K-12
Allen, Jennifer	Teacher, K-12
West, Cathy	Teacher, K-12
Duesler, Jenny	Assistant Principal
Purtell, Jessica	Teacher, K-12
Bryant, Carol	Teacher, K-12
Conway, Gloria	Teacher, K-12
Frey, Kristine	Teacher, K-12
Gatto, Gloria	Teacher, K-12
Oswald, Stacey	Teacher, K-12

Duties

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

Our Leadership Team consists of the Guidance Counselor, ESE Coordinator, Principal, Assistant Principal, SAI Teacher, and one teacher from each grade level.

The responsibilities of the Leadership Team include:
Discuss curriculum needs across the grade levels
Discuss safety procedures
Making sure teachers have resources needed to give quality instruction
Monitor data and make decisions based on data
Decrease the learning gap across all grade levels and subgroups
Plan and implement professional development

Early Warning Systems

Year 2017-18

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	25	17	17	19	14	15	0	0	0	0	0	0	0	107
One or more suspensions	2	2	2	3	3	2	0	0	0	0	0	0	0	14
Course failure in ELA or Math	18	46	26	56	24	40	0	0	0	0	0	0	0	210
Level 1 on statewide assessment	0	0	0	23	24	31	0	0	0	0	0	0	0	78

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	10	10	6	28	19	30	0	0	0	0	0	0	0	103

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	3	7	11	16	9	0	0	0	0	0	0	0	49
Retained Students: Previous Year(s)	3	3	6	11	16	9	0	0	0	0	0	0	0	48

Date this data was collected
Thursday 8/23/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA, even with a whole school increase by 1%, 3rd grade dropped 8%, 4th grade dropped 2%.

Which data component showed the greatest decline from prior year?

3rd grade dropped 8% in ELA.
4th grade dropped 2% in ELA.

Which data component had the biggest gap when compared to the state average?

In math, the lowest 25% were only ahead by 3%.

Which data component showed the most improvement? Is this a trend?

Math Increase:
Achievement: 14%
Learning Gains: 12%
25th Percentile: 10%
No, we saw that math was an area of concern therefore we focused on math for FY18.

Describe the actions or changes that led to the improvement in this area.

1. SIP focused on math last year.
2. Following Jim Bochicchio, Central Regional Math Specialist, plan. Some components used last year included problem of the day and an intense 6 week review.
3. We implemented fluency practice in all grade levels.

4. PTO incorporated Math by Osmosis around the school.
5. i-Ready
6. Tutoring

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	72%	57%	56%	59%	52%	52%
ELA Learning Gains	66%	61%	55%	62%	56%	52%
ELA Lowest 25th Percentile	63%	56%	48%	56%	51%	46%
Math Achievement	78%	65%	62%	70%	61%	58%
Math Learning Gains	69%	63%	59%	72%	61%	58%
Math Lowest 25th Percentile	50%	53%	47%	50%	51%	46%
Science Achievement	68%	56%	55%	59%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	25 (17)	17 (13)	17 (15)	19 (15)	14 (10)	15 (15)	107 (85)
One or more suspensions	2 (3)	2 (0)	2 (4)	3 (3)	3 (3)	2 (6)	14 (19)
Course failure in ELA or Math	18 (18)	46 (31)	26 (60)	56 (40)	24 (26)	40 (35)	210 (210)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	23 (16)	24 (27)	31 (38)	78 (81)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	65%	56%	9%	57%	8%
	2017	73%	54%	19%	58%	15%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	71%	58%	13%	56%	15%
	2017	73%	57%	16%	56%	17%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				
05	2018	73%	59%	14%	55%	18%
	2017	64%	52%	12%	53%	11%
Same Grade Comparison		9%				
Cohort Comparison		0%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	83%	63%	20%	62%	21%
	2017	68%	62%	6%	62%	6%
Same Grade Comparison		15%				
Cohort Comparison						
04	2018	70%	63%	7%	62%	8%
	2017	63%	64%	-1%	64%	-1%
Same Grade Comparison		7%				
Cohort Comparison		2%				
05	2018	76%	66%	10%	61%	15%
	2017	58%	61%	-3%	57%	1%
Same Grade Comparison		18%				
Cohort Comparison		13%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	65%	56%	9%	55%	10%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	44	49	46	47	44	25	21				
ELL	41	64	70	72	79						
BLK	52	64	46	56	68	31	39				
HSP	69	68	67	76	74	68	64				
MUL	82			81							
WHT	76	65	64	83	63	40	80				
FRL	64	63	60	71	65	48	63				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	38	52	54	28	35	33	17				
ELL	44	62	62	48	43	60					
BLK	56	65		50	46	20	40				
HSP	71	70	61	59	52	50	60				
MUL	80			67							
WHT	73	70	35	69	63	39	63				
FRL	63	66	55	54	51	42	46				

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	To ensure progress towards student achievement within ELA instruction to support the learning target outcome #1 (increase reading on grade level by third grade) and learning target outcome #2 (ensure high school readiness).
Rationale	ELA had the lowest achievement level for FY18 ELA proficiency decreased in 3rd & 4th grades Decrease in ELA Learning Gains from 69% to 66% Only 40% of ELL females and 43% of ELL males were proficient. Only 47% of SWD females and 43% of SWD males were proficient. Only 39% of our black males were proficient in ELA
Intended Outcome	Improve 3rd grade ELA proficiency to 69% to be on track for meeting the learning target outcome of the strategic plan by 2021.
Point Person	Maria Vaughan (maria.vaughan@palmbeachschools.org)

Action Step

Description	Pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content requires by Florida Statue 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on: 1. Oral and written responses across the subject areas to help students develop their opinions, ideas, and connections to the text (Response Journals) 2. Daily interaction with a focus on flexible Guided Reading Groups 3. Professional development: 3 Core Actions, Writing, Text Complexity 4. PLC: unpacking of standards (scales), discussion of how to differentiate instruction for subgroups 5. Explicit vocabulary instruction in all subject areas 6. Daily Editing Task (Grammar Works) Grades 2nd- 5th 7. Tutorial- academic tutor using LLI, strategy and enrichment groups with a focus on subgroups 8. Writing Program- Top Score to be used with 2nd-5th
Person Responsible	Jenny Duesler (jenny.duesler@palmbeachschools.org)

Plan to Monitor Effectiveness

Description	Monitor through PLC meetings and notes Lesson Plans Walk-throughs and observations Data Chats School Based Team
Person Responsible	Jenny Duesler (jenny.duesler@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 FY19. We use SAC and PTO meetings, newsletters, call-outs, School Messenger, and Facebook to communicate with our parents.

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

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.

Morning Meeting

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. 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.
In addition, we hold ESE PreK to K transition meetings with the IEP teams of students as needed.
Implementing a staggered start helps pre-k students to transition to kindergarten.

For students in 5th grade moving on to middle school, representatives from local middle schools conduct presentations for our 5th graders. 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.

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 with the school's Principal and AP to discuss the needs of the students and teachers based upon data. Classroom teachers collect data from assessments. These needs assessments are included during the development of the SIP.

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.

Title III Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. Teachers are ESOL endorsed to utilize appropriate strategies. There is an ELL Teacher and a CLF that assists students.

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 anti-bullying 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.

SAI- Provides small group intensive reading instruction, using the LLI systems.

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

Part V: Budget

Total:	**$8,000.00**