

The School District of Palm Beach County

Wellington Landings Middle



2019-20 Schoolwide Improvement Plan

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Wellington Landings Middle

1100 AERO CLUB DR, Wellington, FL 33414

<https://wlms.palmbeachschools.org>

Demographics

Principal: Lindsay Ingersoll

Start Date for this Principal: 8/11/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (74%) 2017-18: A (77%) 2016-17: A (76%) 2015-16: A (73%) 2014-15: A (80%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/20/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Wellington Landings Middle School is committed to empowering all students with the knowledge and skills necessary to reach their full academic potential and to become productive citizens and lifelong learners. Our mission aligns with the School District of Palm Beach County Mission Statement as well as the District Strategic Plan.

Provide the school's vision statement.

Wellington Landings Middle School prepares and empowers students with academic skills, effective and productive personal habits, and character traits necessary to perform on or above grade level in middle school and to succeed in rigorous high school courses. Our vision aligns with the School District of Palm Beach County Vision Statement.

The following acronyms are common terms used throughout the document:

CST - Child Study Team
 ELL - English Language Learners
 ESE - Exceptional Student Education
 ESP - Educator Support Program
 FSQ - Florida Standards Quiz
 IEP - Individual Education Plan
 LTM - Learning Team Meeting
 PBS - Positive Behavior Support
 PLC - Professional Learning Community
 PLT - Professional Learning Team
 SBT - School Based Team
 SLP - Speech Language Pathologist
 TOP - Teacher Orientation Program
 USA - Unit Standards Assessment

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Bennett, Blake	Principal	Supervise and manage the daily functions of the school. Meet with community members, business partners, PTO members and facilitate all communications to the local community. The Leadership Team, which is comprised of the principal, assistant principals, guidance counselors, ESE coordinator, and school police officer, meets weekly to evaluate our progress in relation to our pending activities/ goals. The principal determines the agenda with input from team members. The primary goal of the WLMS Leadership Team is instructional leadership with a focus on rigor of instruction. In addition to academic goals, the team discusses issues with regard to student mental health, reviews behavioral data, and makes decisions that ensure student safety.
Fill, Timothy	Assistant Principal	Assistant Principal for the 7th grade students. Curriculum AP for the Math Department. Facility Coordinator. Transportation coordinator. Supervisor of Custodial and Cafeteria personnel. Responsible for School Crisis Response Team leader and Safety Committee Chairperson. Threat Assessment Team Leader. SIP and Accreditation Coordinator. PCM/Vital Coordinator. Campus Lease Coordinator. Grant Writing/Research Coordinator. Low 25% individual student monitoring and mentoring for 7th grade.
Lewis, Carla	Assistant Principal	Curriculum AP for Social Studies Department. Testing Coordinator. Supervising Administrator for Academy Programs. Supervising Administrator for ELL Program. LEP/CELLA and Migrant Education Contact. ESP Contact and Intern Contact. EDW Contact, Unify and Performance Matters. Oversees PDD Team/activities. Monitor Reading Plus grades weekly, run reports, and organize certificates and incentives. Textbook Coordinator. Attendance Monitoring and monitoring Palm Beach Performance , Writing Curriculum and Data.
Ingersoll, Lindsay	Assistant Principal	Assistant Principal for 6th grade students. Curriculum AP for Science Department. School Based Team Leader, Multi Tiered System of Support Leader (MTSS), and Response to Intervention leader (Rtl). Edgenuity Program Coordinator. At Risk Student Coordinator. Alternative Education processing. ISS Program Monitoring. Assists with Master Board Planning. DCF Contact. Low 25% individual student monitoring and mentoring for 6th grade.
Baldwin, Mary	Administrative Support	Administrator for 8th grade students. ESE Positive Intervention and Discipline Coordinator. Supervision Coordinator. Before/After School Director. Clubs /Activities and Intramural Coordinator. PBS Coordinator. FBA Data Collector, BIP Implementation, and Monitor Behavior Plans. Scheduling for pictures, lunches, lockers, duty stations. Bullying Prevention Liaison. Fine Arts Program Supervisor. DJJ Contact. Low 25% individual student monitoring and mentoring for 8th grade.

Name	Title	Job Duties and Responsibilities
Maher, Diane	School Counselor	Guidance Coordinator and Guidance Counselor for 8th grade students. Testing Supervisor. Liaison to High Schools. Failure Letters. Records Custodian and Reassignment Contact. Scoliosis Testing. Awards Program Coordinator. Morning/Transition and Dismissal Duty. Monitor Attendance and Truancy for 8th grade. Vision and Hearing Testing. Flu Shot Coordinator.
Warren, Judy	School Counselor	Guidance Counselor for 7th grade students. Guidance PLC Leader. TOP Coordinator. Public Relations Coordinator. PD Team Member, 504 Contact, Character Counts and FLVS Coordinator. Literacy leadership Team Member, Duke/TIP Program Coordinator. PBS, SIP, SBT, and ESP Support. Alternative to Suspension Coordinator, Spelling Bee Coordinator, Monitoring attendance and truancy for 7th grade.
Ryerson, Stacey	Teacher, ESE	ESE Coordinator. Schedules and conducts IEP and 504 Parents Meetings.
Tormes-Garcia, Kenfis	School Counselor	Guidance Counselor for 6th grade students. Guidance for ELL students (all grades). ELL Program Planner. Liaison to elementary schools. Listen to Children Scheduler. Migrant and Homeless Contact. Monitor Attendance and Truancy for 6th grade. Morning /Transition and Dismissal Duty. School Planners.
Cotter, Catherine	Administrative Support	Administrative Support Secretary.
Dahl, Tracy	Administrative Support	Principal's confidential secretary
Dwyer, Todd	Other	School Police Officer.

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	439	442	477	0	0	0	0	1358	
Attendance below 90 percent	0	0	0	0	0	0	12	16	19	0	0	0	0	47	
One or more suspensions	0	0	0	0	0	0	34	56	33	0	0	0	0	123	
Course failure in ELA or Math	0	0	0	0	0	0	24	66	48	0	0	0	0	138	
Level 1 on statewide assessment	0	0	0	0	0	0	64	52	42	0	0	0	0	158	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	25	43	34	0	0	0	0	102

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

93

Date this data was collected or last updated

Tuesday 7/23/2019

Prior Year - 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	0	0	0	0	0	0	15	15	12	0	0	0	0	42
One or more suspensions	0	0	0	0	0	0	37	53	27	0	0	0	0	117
Course failure in ELA or Math	0	0	0	0	0	0	43	46	35	0	0	0	0	124
Level 1 on statewide assessment	0	0	0	0	0	0	49	43	41	0	0	0	0	133

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	30	35	17	0	0	0	0	82

Prior Year - 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	0	0	0	0	0	0	12	16	19	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	34	56	33	0	0	0	0	123
Course failure in ELA or Math	0	0	0	0	0	0	24	66	48	0	0	0	0	138
Level 1 on statewide assessment	0	0	0	0	0	0	64	52	42	0	0	0	0	158

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	25	43	34	0	0	0	0	102

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	77%	58%	54%	79%	56%	52%
ELA Learning Gains	62%	56%	54%	72%	57%	54%
ELA Lowest 25th Percentile	52%	49%	47%	58%	48%	44%
Math Achievement	83%	62%	58%	83%	61%	56%
Math Learning Gains	75%	60%	57%	76%	61%	57%
Math Lowest 25th Percentile	67%	53%	51%	71%	52%	50%
Science Achievement	78%	52%	51%	77%	53%	50%
Social Studies Achievement	94%	75%	72%	93%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	439 (0)	442 (0)	477 (0)	1358 (0)
Attendance below 90 percent	12 (15)	16 (15)	19 (12)	47 (42)
One or more suspensions	34 (37)	56 (53)	33 (27)	123 (117)
Course failure in ELA or Math	24 (43)	66 (46)	48 (35)	138 (124)
Level 1 on statewide assessment	64 (49)	52 (43)	42 (41)	158 (133)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	76%	58%	18%	54%	22%
	2018	78%	53%	25%	52%	26%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	76%	53%	23%	52%	24%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	77%	54%	23%	51%	26%
Same Grade Comparison		-1%				
Cohort Comparison		-2%				
08	2019	79%	58%	21%	56%	23%
	2018	82%	60%	22%	58%	24%
Same Grade Comparison		-3%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	69%	60%	9%	55%	14%
	2018	79%	56%	23%	52%	27%
Same Grade Comparison		-10%				
Cohort Comparison						
07	2019	74%	35%	39%	54%	20%
	2018	72%	39%	33%	54%	18%
Same Grade Comparison		2%				
Cohort Comparison		-5%				
08	2019	88%	64%	24%	46%	42%
	2018	86%	65%	21%	45%	41%
Same Grade Comparison		2%				
Cohort Comparison		16%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	78%	51%	27%	48%	30%
	2018	78%	54%	24%	50%	28%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	72%	22%	71%	23%
2018	93%	72%	21%	71%	22%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	64%	36%	61%	39%
2018	100%	62%	38%	62%	38%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	60%	40%	57%	43%
2018	100%	57%	43%	56%	44%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	41	51	45	50	64	55	41	72	65		
ELL	51	55	45	59	65	53	39	82	73		
ASN	92	77	70	94	82		96	95	97		
BLK	63	59	56	69	67	45	68	83	76		
HSP	72	61	53	76	73	62	68	92	79		
MUL	79	47		81	74	73		93			
WHT	82	64	51	89	78	80	86	97	81		
FRL	66	60	51	73	73	63	66	88	72		
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	45	56	45	49	62	47	51	74	53		
ELL	42	56	48	53	66	44	54	79			
ASN	87	79		96	86		100	95	95		
BLK	62	61	51	69	70	52	56	92	78		
HSP	75	69	60	80	77	61	77	89	81		
MUL	85	74		79	79		90		91		
WHT	84	70	63	89	79	69	83	97	86		

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
FRL	70	67	61	74	75	61	71	90	72		
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	33	49	43	44	53	52	37	74	36		
ELL	44	49	47	54	77	69		70			
ASN	92	78		96	86		100	100	80		
BLK	65	66	47	67	65	57	55	88	55		
HSP	74	66	55	77	73	67	74	90	82		
MUL	89	81		85	78			90	80		
WHT	85	75	63	88	79	80	82	96	76		
FRL	69	66	52	72	70	63	70	88	65		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	724
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	54
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	65
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	79
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Upon review of our school wide data, our students showed a decrease in learning gains in both ELA and Math.

Four data categories demonstrated a decrease in performance compared to the previous year's results. These data categories were: overall school-wide Math learning gains, overall school-wide ELA learning gains, ELA low 25% learning gains, and 6th grade Math achievement.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA learning gains decreased by seven points (69% to 62%) compared to the previous year's data. ELA low 25% learning gains decreased nine points (61% to 52%). Sixth grade Math proficiency decreased ten points (79% to 69%). Finally, the overall school-wide Math learning gains decreased three points (78% to 75%).

We attribute the declines in ELA learning gains to the loss of instructional time in reading and Language Arts classes due to discipline issues that resulted in in-school or out-of-school suspensions. We attribute the declines in Math proficiency to the increased potential for student error in answering gridded response questions in the new paper/pencil format.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

WLMS is well above the state average in all categories. However, the categories of ELA proficiency and ELA low 25% learning gains showed the smallest percents above the state averages at eight and five points respectively.

Which data component showed the most improvement? What new actions did your school take in this area?

Students at WLMS scored extremely well in SY19 in the area of 7th grade Math achievement with a two-point increase compared to the previous year's results. This group also represents our largest percent gap above the state average at a 39% difference. This followed a year in which the 7th grade Math increased of 19 points from the previous year. Also, our overall school-wide learning gains for the Math low 25% category increased by three points from 64% in SY18 to 67% in SY19.

We feel that the increase in the number of classes and students receiving intervention through our Intensive math program significantly contributed to these successes. Additionally, the 7th grade Math team utilized FSQ's (Florida Standards Quizzes) and USA's (Unit Standards Assessments) with fidelity. This concentration on rigorous standards-based assessments led to improvement in 7th grade math achievement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

When reviewing the data from the Early Warning Systems, there are two potential areas of concern. These areas are the number of students with a course failure in ELA or Math and the number of students with one or more suspensions.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Learning Gains
2. ELA Low 25% Learning Gains
3. ELA Overall Proficiency
4. Math Overall Learning Gains

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	<p>If we focus on standards-based instruction to increase learning gains in school-wide ELA and school-wide math, then we will increase student achievement and ensure high school readiness.</p> <p>The results of our ELA low 25% and overall ELA learning gains were our lowest performing categories when comparing the FSA scores from SY19 with the scores from SY18. The ELA school- wide learning gains decreased seven percentage points, and the learning gains of ELA Low 25% decreased by nine points.</p>
Rationale	<p>Math Learning Gains overall dropped three points from 78% in SY18 to 75% in SY19. This area of focus aligns directly with our District Strategic Plan which emphasizes Reading and Math proficiency levels as measurements of high school readiness.</p>
State the measurable outcome the school plans to achieve	<p>We will increase the overall percentage of students making learning gains on the ELA FSA by 2%, and we will increase the low 25% learning gains by 2% as well. Additionally, WLMS will attempt to make up the decline of seven points in ELA overall learning gains and the nine point decline in the ELA low 25% learning gains.</p> <p>We will increase the percentage of students making learning gains in Math by 3% in SY20.</p>
Person responsible for monitoring outcome	<p>Blake Bennett (blake.bennett@palmbeachschools.org)</p>
Evidence-based Strategy	<ol style="list-style-type: none"> 1 . Students will be assessed using USA's and FSQ's in both Math and Language Arts. 2. FSA tutoring programs will be offered to students identified through data review. 3. Math teachers will incorporate the use of standards-based practice assessments and lessons using technology-based programs including Math Nation and IXL. 4. Language Arts teachers will use Study Island, Reading Plus, novel study, and writing strategies to enhance students' ability to integrate knowledge.
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. USA's and FSQ's are designed to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have been proven successful in preparing students for the FSA. 2. Students who participate in the WLMS FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments. 3. Both IXL and Math Nation have aided in significantly increasing student achievement when the programs were used with fidelity.

4. The Reading Plus program, Study Island, and the incorporation of writing strategies such as CLS are effective tools that enable teachers to differentiate instruction based on a student's specific area of need.

Action Step

1. Teachers will utilize data from Florida Standards Quizzes (FSQ's) and Unit Standards Assessments (USA's) to diagnose students' strengths and weaknesses, to develop remediation groups and activities, to focus instruction, to align resources, and to monitor student progress and achievement.
2. Targeted intervention will take place through tutorial programs in math, civics, and reading. Remediation through intensive reading courses and intensive math courses will be provided for students who scored at a level 1 or 2 on the previous year's ELA and/or Math FSA.
3. Math teachers will utilize targeted standards-based practice and assessment through the use of the IXL and Math Nation computer programs. Teachers will utilize Chrome books for students to access the programs during daily instructional time and will monitor their progress.

Description

4. The Reading Plus program will be implemented school-wide through Language Arts classes. Content Literacy Strategy (CLS) training will be provided for all Social Studies and Science teachers, who will then infuse these literacy strategies into their lessons. Language Arts teachers will participate in professional development to prepare them to help students to more effectively integrate knowledge. Teachers will break down standards and teach component skills, thereby enhancing mastery of the entire standard.

Person Responsible Blake Bennett (blake.bennett@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The Pillars of Effective Instruction (standard-based instruction, high expectations, engaged learners, and personalized instruction) guide our teaching practices by providing all of our students with opportunities that will support their academic success. Wellington Landings Middle School provides support for all students by ensuring that:

Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42.
Students are actively engaged in building, connecting, and applying knowledge.
Students collaborate in student-centered, personalized environments.
Students are empowered and supported through high expectations to be college and career ready.

To meet the requirements of the District's second Strategic Initiative to "Embed cultural competence, equity, and access within instructional practices," WLMS will incorporate appropriate content into classroom lessons where applicable and into school-wide activities such as assemblies with guest speakers. Wellington Landings Middle School 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: Memorial Day and the value of Medal of Honor recipients
- * Declaration of Independence
- * Constitution of the United States and The Bill of Rights
- * Federalist Papers: Republican Form of Government
- * Free Enterprise U.S. Economy
- * Elements of Civil Government
- * History of the United States
- * Principles of Agriculture
- * Effects of Alcohol and Narcotics
- * Florida History
- * Conservation of Natural Resources
- * Health Education: Human Growth and Development, Injury Prevention and Safety
- * Teen Dating Violence
- * Character Development
- * State Board of Education mandates

Wellington Landings will offer many extra-curricular activities including SECME Club and Robotics Club both of which enhance and support STEM (science, technology, engineering and math) objectives.

WLMS utilizes a carefully crafted Single School Culture Positive Behavior Support Plan to meet the requirements of S.B. Policy 2.09 (8)(b) and to maintain one of the safest school environments in Palm Beach County. Emphasis is also placed on helping every student meet his or her full academic potential. Team members meet regularly throughout the year to review discipline data and to create school-wide lessons based on the three R's - Respect, Responsibility, and Resilience. During the first two weeks of school, all teachers instruct students on WLMS behavioral expectations through school-wide WLMS PBS (Positive Behavior Support) Super STARRR lessons. In addition to reviewing behavioral and academic expectations, students learn to use their planners, to identify and report bullying, to use the FortifyFL reporting system when necessary, and to use technology responsibly. Behavioral expectations are retaught throughout the year in school-wide lessons as needed.

Assistant principals for each of the content areas monitor student progress through assessment data. Data analysis is conducted through PLC (Professional Learning Community) meetings with administrative guidance, and lesson planning focuses on best practices to increase the achievement of low performers. Teachers analyze Reading Plus and Math assessment data, including pre and post assessment results and diagnostic data,

to determine students' needs. Students needing extensive remediation are identified and placed in Intensive Math classes or Reading classes where targeted differentiated instruction takes place. Teachers in all classes provide differentiation and targeted remediation.

Reading Plus incentives are provided to encourage all students to reach mastery. Enrichment opportunities are provided for students who achieve at a high level. Reading Plus reports are reviewed regularly at PLC meetings. Teachers collect data and track progress on task completion and mastery of skills through student portfolios. Data is used to determine and plan necessary and appropriate skill instruction.

Teacher lesson plans are monitored for evidence of CLS strategies by assistant principals. Lesson plan feedback is provided to teachers during PLC meetings. Best practices are shared and strategies are developed to meet the needs of all students.

Safety is addressed weekly at the Leadership Team meeting. Guidance counselors and assistant principals regularly monitor and follow up on attendance concerns. Guidance counselors meet weekly in a PLC to discuss student mental health concerns and to determine necessary action.

Safety, attendance, and student mental health are of primary importance since academic growth cannot occur if these factors are not addressed first. Safety, attendance, and student mental health are monitored constantly by all members of the faculty and staff. The leadership team constantly strives to ensure that systems are in place to ensure safety, to increase attendance, and to support students' mental health.

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 Schoolwide Improvement Plan 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.

Note: WLMS is not a Title 1 school. The information in this section is not required, but it is included in order to provide more information about the school and its programs.

WLMS continues to reach out to parents of our students to strengthen the school-home relationship and to educate parents on school-wide initiatives. The principal uses the Parent Link System (call out phone delivery system), texts, SIS School Messenger, and email distribution to inform parents of upcoming events and important school-related information. Parents are encouraged to join the School Advisory Council (SAC), the PTO, and the PTO's Volunteer Program. Families receive monthly newsletters via email from the WLMS PTO which provide important information and updates on current events and school functions. A database has been developed that includes parent email addresses and contact information and is used by the PTO for newsletter distribution. Teachers have easy access to up-to-date parent contact information through the Student Information System (SIS), allowing for increased parent-teacher communication. The principal meets quarterly with parents who attend the "Coffee with the Principal" event sponsored by the PTO. ELL Parent nights and a Guidance Curriculum night were held to provide additional educational support and information for parents. Strategies to improve parent communication and involvement were effectively implemented during 2018-2019, culminating in WLMS

being recognized as a 5-STAR school.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

WLMS has three school counselors who meet with students, as needed, to discuss academic, emotional, social, and mental health concerns. Counselors refer students to the Co-Located Mental Health Professional and/or the Behavioral Health Professional to address more severe mental health or behavioral concerns. The eighth grade administrator is skilled in behavioral intervention and works with students who need additional emotional and academic support to be successful. An assistant principal is in charge of the School Based Team which meets weekly to discuss and provide support for students who require academic and/or behavioral interventions. This team refers students who need additional support to the Child Study Team. The Child Study Team (CST) is a group of selected teachers, counselors, and parents who act as educational liaisons to develop and review plans to best meet the needs of individual students.

During an extended period each day, teachers and students interact in "Gator Chat." These ten-minute discussions on a variety of topics are designed to meet the social and emotional needs of students and to develop a stronger sense of community within the school. Selected teachers, counselors and staff members act as mentors for students who need support beyond what is offered through our school counselors. Skilled "listeners" who are trained by an outside agency meet with individual students who have been identified as children who would benefit from talking with an adult on a regular basis. The WATCH DOGS program is in its third year on the WLMS campus. Watch Dogs (Dads of Great Students) are fathers who volunteer on campus in a variety of capacities while also serving as positive male role models and mentors for students.

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

Transition preparation begins in the spring for our incoming students. The sixth grade counselor goes to the elementary feeder schools and meets with the students to discuss middle school expectations and opportunities. Elective options are introduced. Additionally, fifth graders are bused to WLMS to attend assemblies that introduce them to the opportunities offered through our Fine Arts Program. In early August, sixth graders and all new students are invited to attend a full-day orientation during which they engage in activities that introduce them to the layout of the campus, to elective offerings, and to WLMS academic and behavioral expectations. The students follow a rotating schedule showcasing nine different activities while the administrative staff addresses their parents. Students leave the full-day orientation feeling more comfortable in their new surroundings and eager for the first day of school. Many other strategies are also in place to ensure a smooth and supportive transition to middle school.

To assist our eighth graders who are transitioning to high school, the eighth grade counselor meets with staff members from local magnet and feeder high schools and schedules opportunities for representatives to come to WLMS to share information with students and to answer questions about their programs. High school counselors also come to WLMS to assist with high school class scheduling.

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.

An ongoing, systematic problem-solving process is consistently used to guide decision making across a continuum of needs. Data collection related to academic achievement, discipline, attendance, and other factors is used to determine the effectiveness of core instruction of students. Based upon this information, the school leadership team identifies the professional development activities needed to create and improve effective learning environments.

After determining that effective Tier 1 core instruction is in place, the team identifies students who are not meeting the identified targets. These students are referred to the school-based MTSS leadership team, which is comprised of the principal, assistant principals, ESE contact, guidance counselors, school psychologist, behavioral health professional, co-located mental health professional, and classroom teachers.

This team uses a four-step problem-solving model to conduct weekly meetings and formulates individual plans to meet these students' academic, behavioral, and emotional needs. The team assigns a case liaison who ensures that the necessary resources are available and that the plans are implemented with fidelity. The problem-solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students.

To help finance our programs to meet the needs of all students, we seek additional funding sources through community grants. The leadership team reviews any grants that are awarded to WLMS to ensure the most efficient and effective allocation of funds.

Our school ensures a cohesive Single School Culture by implementing our Universal Guidelines for Success, teaching expected behaviors, following our behavioral matrix, communicating with parents, and monitoring and responding to discipline incidents within the context of Positive Behavior Support. We instill an appreciation for multicultural diversity through structured lessons, through our anti-bullying campaign, and through the implementation of PBS programs. Additionally, an appreciation of diversity is instilled through various lessons taught in core and elective classes.

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

Counselors visit all science classrooms in the spring to review course offerings and course selections for the upcoming year. Students and parents are able to make appointments with their grade level guidance counselors to assist with course selections. A Guidance Curriculum Night provides a vast amount of information to parents regarding high school and college preparation and readiness. Feeder high schools and magnet schools are invited to visit WLMS to present information about available programs and opportunities at the high school level. Classroom teachers invite guest speakers to the school to speak to their students about college and career opportunities in various subject areas and career fields. Some of the extracurricular activities offered through our after school program also promote college and career awareness.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: If we focus on standards-based instruction to increase learning gains in school-wide ELA and school-wide math, then we will increase student achievement and ensure high school readiness.				\$10,983.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	100-Salaries	1701 - Wellington Landings Middle	School Improvement Funds	1358.0	\$10,983.00
Total:						\$10,983.00