

The School District of Palm Beach County

Wellington Landings Middle



2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2019-20 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%)
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 is pending approval by the Palm Beach County School Board.

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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Wellington Landings Middle

1100 AERO CLUB DR, Wellington, FL 33414

<https://wlms.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

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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 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:

BHP - Behavioral Health Professional
 CLS - Content Literacy Strategies
 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
 SEL - Social/Emotional Learning
 SLP - Speech Language Pathologist
 TOP - Teacher Orientation Program
 USA - Unit Standards Assessment

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
		<p>Supervise and manage the daily functions of the school</p> <p>Instructional Leader</p> <p>Meet with community members, business partners, and PTO members</p> <p>Facilitate all communications to the local community</p>
Bennett, Blake	Principal	<p>The Leadership Team, which is comprised of the principal, assistant principals, guidance counselors, ESE coordinator, school police officer, and administrative support personnel, 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 to provide 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.</p>
Fill, Timothy	Assistant Principal	<p>Assistant Principal for the 7th grade students</p> <p>Curriculum AP for the Math Department</p> <p>Facility and Transportation coordinator</p> <p>Supervisor of Custodial and Cafeteria personnel</p> <p>School Crisis Response Team leader and Safety Committee Chairperson.</p> <p>Threat Assessment Team Leader.</p> <p>SIP and Accreditation Coordinator.</p> <p>PCM/Vital Coordinator</p> <p>Campus Lease Coordinator</p> <p>Grant Writing/Research Coordinator.</p> <p>Monitor low 25% in 7th grade</p> <p>Mentor for 7th grade students</p>
Lewis, Carla	Assistant Principal	<p>Curriculum AP for Social Studies Department</p> <p>Testing Coordinator</p> <p>Supervising Administrator for Academy Programs</p> <p>Supervising Administrator for ELL Program</p> <p>LEP/CELLA and Migrant Education Contact</p> <p>ESP Contact and Intern Contact</p> <p>EDW, Unify, and Performance Matters contact.</p> <p>Oversee PDD Team/activities</p> <p>Monitor Reading Plus grades weekly, run reports, and organize certificates and incentives.</p> <p>Textbook Coordinator.</p> <p>Attendance Monitoring</p> <p>Monitor Palm Beach Performance, writing curriculum, and data.</p>
Ingersoll, Lindsay	Assistant Principal	<p>Assistant Principal for 6th grade students</p> <p>Curriculum AP for Science Department</p> <p>School Based Team Leader</p> <p>Multi Tiered System of Support Leader (MTSS), and Response to Intervention leader (Rtl)</p> <p>Course Recovery Program Coordinator</p>

Name	Title	Job Duties and Responsibilities
		At Risk Student Coordinator Alternative Education processing ISS Program Monitoring. DCF Contact Assist with Master Board Planning. Monitor low 25% in 6th grade Mentor for 6th grade students
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. Monitor low 25% in 8th grade Mentor for 8th grade students.
Maher, Diane	School Counselor	School Counselor Coordinator School Counselor for 8th grade student 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 Character Counts Coordinator 504 Coordinator for 8th Grade
Warren, Judy	School Counselor	School Counselor for 7th grade students Guidance PLC Leader TOP Coordinator Public Relations Coordinator PD Team Member 504 Contact FLVS Coordinator Literacy Leadership Team Member Duke/TIP Program Coordinator. PBS, SIP, SBT, and ESP Support. Alternative to Suspension Coordinator

Name	Title	Job Duties and Responsibilities
		Monitor attendance and truancy for 7th grade 504 Coordinator for 7th grade
Ryerson, Stacey	Teacher, ESE	ESE Coordinator Schedules and conducts IEP Parent Meetings.
Tormes-Garcia, Kenfis	School Counselor	School 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. 504 Coordinator for 6th Grade
Cotter, Catherine	Administrative Support	Administrative Support Secretary.
Dahl, Tracy	Administrative Support	Principal's confidential secretary
Dwyer, Todd	Other	School Police Officer.

Demographic Information

Principal start date

Thursday 8/11/2011, Lindsay Ingersoll

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

33

Total number of teacher positions allocated to the school

71

Demographic Data

2020-21 Status (per MSID File)	Active
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School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
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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 .	

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	426	420	424	0	0	0	0	1270
Attendance below 90 percent	0	0	0	0	0	0	18	6	14	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	1	22	25	0	0	0	0	48
Course failure in ELA	0	0	0	0	0	0	1	25	45	0	0	0	0	71
Course failure in Math	0	0	0	0	0	0	1	42	59	0	0	0	0	102
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	15	21	24	0	0	0	0	60
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	20	26	42	0	0	0	0	88
FY20 ELA Diag Levels 1 & 2	0	0	0	0	0	0	99	114	102	0	0	0	0	315
FY20 Math Diag Levels 1 & 2	0	0	0	0	0	0	105	91	60	0	0	0	0	256
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	28	35	56	0	0	0	0	119

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	1	0	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 8/18/2020

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	
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	

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		
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	

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	
	(0)	(0)	(0)	0 (0)

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
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%
	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%
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		

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
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		
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

ESSA Federal Index	
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
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%	0

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.

We analyzed our Winter Diagnostic data from January SY20 and compared it to our FSA Spring SY19 scores and to Winter Diagnostic data from SY19 in both Math and ELA. The data indicate that we have not reached our target goal percentages. However, we are making incremental progress toward achieving our overall goals in these tested areas.

When comparing the results from the Winter Diagnostic SY20 to the previous year FSA Spring SY19 results, the data show that in ELA, our school-wide proficiency has decreased, with 6th grade showing a drop of 1.1%, 7th grade showing a drop of 5.6%, and 8th grade showing a drop of 1.9%. When comparing the Diagnostic to Diagnostic proficiency scores from SY20 to SY19 in ELA, the 8th grade students were the only group to post a gain. The 6th grade ELA decreased from 76% proficiency in SY19 to 74.9% in SY20. The 7th ELA dropped from 76% in SY19 to 70.4% in SY20. However, the 8th grade increased their proficiency from 79% in SY19 to 80.96% in SY20.

Although we have not met our goal at this time, the data demonstrate that we are making some progress toward our goal. It also indicates that we have significant work to do to improve our proficiency levels and learning gains in both 6th ELA and 7th ELA.

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

Our Winter Diagnostic SY20 ELA scores show that among our Low 25%, only 35% were predicted to make learning gains based on predicted levels from EDW. While this percentage does not meet our intended outcome of 64% of the Low 25% making learning gains, it does represent a slight increase of 2.5 points in Low 25% learning gains over the previous year SY19 diagnostic. This slight increase indicates that our ELA performance is moving in the right direction. USA assessment data have also provided a positive indicator in ELA. Our data reflect a school wide ELA increase of 9 percentage points on the student USA performance from the initial test. The 8th grade ELA had the largest increase in performance with a 15 point increase, while the 6th ELA had a 9 point increase and 7th grade had a 3 point increase. These data points indicate that we are making progress, but we still have much work to do in the area of ELA academic improvement.

SY20 Winter Diagnostic data for Math proficiency were 74.7% for 6th grade, 76.7% for 7th grade, and 80.9% for 8th grade. We compared this data to our results from the previous year Winter Diagnostic SY19 and both the 6th and 7th grade groups demonstrated an increase while the 8th grade math dropped in performance by 7.1%. Sixth grade Math results increased in proficiency from 69% in SY19 to 74.7% in SY20. Seventh grade Math increased proficiency from 74% in SY19 to 76.7% in SY20.

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 scored above the state average in all tested categories. However, the areas of ELA proficiency and ELA low 25% learning gains showed the smallest percents above the state averages at eight and five points respectively when reviewing the most recent available FSA data from SY19.

The most recent comparison FSA test data shows that school wide ELA learning gains decreased by seven points from 69% on the SY18 FSA to 62% on the SY19 FSA test. In addition to this drop in performance, our ELA low 25% learning gains also decreased by a total of nine points when comparing the same time period FSA data. WLMS had 61% learning gains for the ELA Low 25% students on the SY18 FSA compared to 52% on the SY19 data.

Since we were above the state average in all areas, there were no deficiencies. However, our learning gain decreases contributed to our smallest gap above the state average.

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

Our SY20 Winter Diagnostic data for Math proficiency were 74.7% for 6th grade, 76.7% for 7th grade, and 80.9% for 8th grade. When comparing this data to our results from the previous year Winter Diagnostic SY19, both the 6th and 7th grade student groups demonstrated an increase while 8th grade math posted a drop in performance by 7.1%. The 6th grade Math results increased in proficiency from 69% in SY19 to 74.7% in SY20. The 7th grade Math increased proficiency from 74% in SY19 to 76.7% in SY20.

We attribute the gains in math proficiency to a strong utilization of online resources. Teachers were trained in the use of Smart Boards/Smart Learning Suite and in the use of Pearson Envision, and they found those resources to be beneficial on campus and when teaching remotely in the spring of 2020. The training and resources helped teachers and students to successfully transition to online learning and to keep students engaged when distance learning was necessary. The strong collaboration among the members of the math department in the areas of lesson planning, the use of backwards design, and the utilization of FSQ and USA data to drive instruction also contributed to the increase in student achievement. These strategies will continue to be implemented and further developed to positively impact student achievement and to help us to reach our targeted goals.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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.

Data indicate that 25 7th graders and 45 8th graders experienced course failure in ELA and 42 7th graders and 59 eighth graders experienced course failure in Math. This is concerning because it indicates deficits in skill levels and a lack of preparedness for future coursework. Course failure is also concerning because it may result in a decline in student engagement. For these reasons, we will monitor grades carefully and provide a variety of tutorial opportunities and other interventions to improve performance levels in ELA and Math courses.

The number of students with one or more suspensions is concerning. 22 7th graders and 25 8th graders were suspended one or more times. Suspension impacts academic performance as well as the likelihood of high school graduation. For this reason, we will continue to work to decrease the number of suspensions by teaching behavioral expectations through our Positive Behavior Support initiatives and by addressing areas of disciplinary concern through our social/emotional learning initiatives.

WLMS practices 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. Behavioral expectations are retaught throughout the year in school-wide lessons as needed.

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

Based on the most recent FSA test data available comparing SY19 to SY18, our learning gains and our proficiency in ELA and our learning gains in Math decreased over the previous year. For this reason, the following areas represent our highest priorities for school-wide improvement.

1. ELA Learning Gains - Overall learning gains decreased from 69% to 62%.
2. ELA Low 25% Learning Gains. - Low 25% learning gains decreased from 61% to 52%.
3. ELA Overall Proficiency - ELA overall proficiency decreased from 79% to 77%.
4. Math Overall Learning Gains - Overall learning gains decreased from 78% to 75%.

Emphasis is placed on helping every student meet his or her full academic potential. Assistant principals for each of the content areas monitor student progress through assessment data. Data analysis is conducted through PLC 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. Teacher lesson plans are monitored by assistant principals for evidence of CLS strategies. 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.

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.

Wellington Landings strives to provide a supportive learning environment for all learners. 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.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

If we focus on standards-based instruction to increase learning gains in school-wide ELA, then we will increase student achievement and ensure high school readiness.

Area of Focus Description and Rationale:

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.

Measurable Outcome:

We will increase the overall percentage of students making learning gains on the ELA FSA by 4%, and we will increase the low 25% learning gains by 4% 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.

Person responsible for monitoring outcome:

Blake Bennett (blake.bennett@palmbeachschools.org)

Evidence- based Strategy:

- 1 . Students will be assessed using USA's and FSQ's in Language Arts.
2. FSA tutoring programs will be offered to students demonstrating need as identified through data review.
3. Additional reading intervention programs will be utilized including HD Words and Just Words.
4. Language Arts teachers will use Study Island, Reading Plus, novel study, and writing strategies to enhance students' ability to integrate knowledge.

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.

Rationale for Evidence- based Strategy:

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.

The HD Words program, Just Words program, Reading Plus program, Study Island program, 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 Steps to Implement

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. This action step applies to both in-person and distance learning. Students will access assessments through the use of their

Chrome Books during instructional time.

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

Targeted intervention will take place through the HD Words and Just Words programs and through teacher-led tutorial programs. Remediation through intensive reading courses will be provided for students who scored at a level 1 or 2 on the previous year's ELA FSA. This action step applies to both in-person and distance learning.

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

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. This action step applies to both in-person and distance learning.

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

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

If we focus on standards-based instruction to increase learning gains in school-wide Math, then we will increase student achievement and ensure high school readiness.

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.

Measurable Outcome:

We will increase the percentage of students making learning gains in Math by 4% in SY21.

Person responsible for monitoring outcome:

Timothy Fill (timothy.fill@palmbeachschools.org)

Evidence-based Strategy:

1. Students will be assessed using USA's and FSQ's in Math.
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 Delta Math.

Rationale for Evidence-based Strategy:

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 Math Nation and Delta Math have aided in significantly increasing student achievement when the programs were used with fidelity. In addition, Delta Math will help prepare students for the rigors of high school.

Action Steps to Implement

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. This action step applies to both in-person and distance learning. Students will access assessments through the use of their Chrome Books during instructional time.

Person Responsible

Timothy Fill (timothy.fill@palmbeachschools.org)

Targeted intervention will take place through tutorial programs in math. Remediation through intensive math courses will be provided for students who scored at a level 1 or 2 on the previous year's Math FSA as scheduling permits. This action step applies to both in-person and distance learning.

Person Responsible

Timothy Fill (timothy.fill@palmbeachschools.org)

Math teachers will utilize targeted standards-based practice and assessment through the use of the Delta Math and Math Nation computer programs. Students will utilize Chrome books to access the programs during daily instructional time and teachers will monitor their progress. This action step applies to both in-

person and distance learning.

Person Responsible Timothy Fill (timothy.fill@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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. 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 offers 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. 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.

Emphasis is placed on helping every student meet his or her full academic potential. Assistant principals for each of the content areas monitor student progress through assessment data. Data analysis is conducted through PLC meetings with administrative guidance, and lesson planning

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Wellington Landings strives to provide a supportive learning environment for all learners. 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.

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.

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, 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 are held to provide additional educational support and information for parents. Strategies to improve parent communication and involvement were effectively implemented during 2019-2020 culminating in WLMS being recognized as a 5-STAR school.

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$3,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	100-Salaries	1701 - Wellington Landings Middle	School Improvement Funds	1358.0	\$3,350.00
			<i>Notes: Amount for teacher salaries to cover tutoring cost.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$3,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	100-Salaries	1701 - Wellington Landings Middle	School Improvement Funds	1358.0	\$3,350.00
			<i>Notes: Amount to cover teacher salaries for tutoring.</i>			
Total:						\$6,700.00