Wellington Elementary School

2020-21 Schoolwide Improvement Plan

Table of Contents

Wellington Elementary School

13000 PADDOCK DR, Wellington, FL 33414

https://wele.palmbeachschools.org

Demographics

Principal: Diana Fernandez

Start Date for this Principal: 6/15/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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)	61%
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 (70%) 2017-18: A (67%) 2016-17: B (59%) 2015-16: B (61%)
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 10/21/2020.

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.

Table of Contents

Wellington Elementary School

13000 PADDOCK DR, Wellington, FL 33414

https://wele.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)
Elementary School PK-5	No	48%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/21/2020.

SIP Authority

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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 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Vaughan, Maria	Principal	The role of the principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Allen, Jennifer	Teacher, K-12	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the Kindergarten grade level.
West, Cathy	Teacher, K-12	The role of the Media Specialist is to support the continuous journey through Master Board scheduling to include RtI, SAI, etc. She also supports instruction by aligning her lessons to classroom focus.
Conway, Gloria	Teacher, K-12	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the second grade level.
Frey, Kristine	Teacher, K-12	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the fifth grade level.
Oswald, Stacey	Teacher, K-12	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the first grade level.
Dekersky, Donna	Assistant Principal	The role of the assistant principal is to assist the principal and teachers with there roles. As well as to monitor student data across the grade levels. It is also to support the continuous improvement journey through ensuring the execution and monitoring of the strategies and action steps within the SIP. By monitoring and supporting PLCs through data analysis, administration ensures teachers stay focused on standard-aligned instruction in an equitable and equal fashion for all students.
Eckstein, Cathy	Teacher, PreK	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the VPK grade level.
Young, Karlie	Teacher, K-12	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the third grade level.
Dickey, Helen	Other	Behavior Health Professional to support students social/emotional growth and development. She works with students in one to one and small group

Name	Title	Job Duties and Responsibilities
		environments. She mediates and provides de-escalation techniques for students and teachers. She provides resources for parents.
Lewis, Dina	Teacher, ESE	ESE coordinator is in charge of overseeing SWDs services and compliance towards equitable instruction. Assists teachers and parents with resources and best practices to support student learning.
Kuperman, Lisa	School Counselor	Leads school based team meetings to ensure students receive approproate remediation and supports to close the achievement gap. Supports students through one on one and small group mediation.
Purtell, Jessica	Teacher, K-12	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the fifth grade gifted level.
Perry, Melissa	Teacher, K-12	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the fourth grade level.
Collazo, Emely	Teacher, K-12	ELL contact is in charge of providing ELL services and monitoring compliance towards equitable instruction. Assists teachers and parents with resources and best practices to support student learning.
Morrison, Stephanie	Teacher, K-12	SAI teacher is in charge of providing support to students in reading. Assists teachers and parents with resources and best practices to support student learning.

Demographic Information

Principal start date
Sunday 6/15/2014, Diana Fernandez

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.*
8

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.*
10

Total number of teacher positions allocated to the school
68

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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)	61%
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
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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	113	132	143	123	126	122	0	0	0	0	0	0	0	759
Attendance below 90 percent	0	20	11	10	18	19	0	0	0	0	0	0	0	78
One or more suspensions	0	3	1	2	3	7	0	0	0	0	0	0	0	16
Course failure in ELA	0	9	30	34	24	48	0	0	0	0	0	0	0	145
Course failure in Math	0	5	12	22	40	9	0	0	0	0	0	0	0	88
Level 1 on 2019 statewide ELA assessment	0	0	0	0	9	12	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	11	0	0	0	0	0	0	0	20
FY20 ELA Diag Levels 1 & 2	0	0	0	46	42	27	0	0	0	0	0	0	0	115
FY20 Math Diag Levels 1 & 2	0	0	0	30	35	30	0	0	0	0	0	0	0	95

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	7	15	17	29	27	0	0	0	0	0	0	0	95

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	1	0	1	1	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/19/2020

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	150	127	131	134	165	132	0	0	0	0	0	0	0	839
Attendance below 90 percent	21	8	14	9	10	7	0	0	0	0	0	0	0	69
One or more suspensions	1	2	4	1	2	2	0	0	0	0	0	0	0	12
Course failure in ELA or Math	15	40	43	56	53	31	0	0	0	0	0	0	0	238
Level 1 on statewide assessment	0	0	0	24	11	22	0	0	0	0	0	0	0	57

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	3	4	12	25	13	17	0	0	0	0	0	0	0	74

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	5	5	13	8	15	0	0	0	0	0	0	0	49
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	150	127	131	134	165	132	0	0	0	0	0	0	0	839
Attendance below 90 percent	21	8	14	9	10	7	0	0	0	0	0	0	0	69
One or more suspensions	1	2	4	1	2	2	0	0	0	0	0	0	0	12
Course failure in ELA or Math	15	40	43	56	53	31	0	0	0	0	0	0	0	238
Level 1 on statewide assessment	0	0	0	24	11	22	0	0	0	0	0	0	0	57

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	3	4	12	25	13	17	0	0	0	0	0	0	0	74

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	5	5	13	8	15	0	0	0	0	0	0	0	49
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	73%	58%	57%	71%	53%	55%
ELA Learning Gains	70%	63%	58%	69%	59%	57%
ELA Lowest 25th Percentile	64%	56%	53%	54%	55%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	80%	68%	63%	64%	62%	61%
Math Learning Gains	73%	68%	62%	57%	62%	61%
Math Lowest 25th Percentile	68%	59%	51%	40%	53%	51%
Science Achievement	64%	51%	53%	61%	51%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(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
03	2019	64%	54%	10%	58%	6%
	2018	65%	56%	9%	57%	8%
Same Grade Comparison	-1%					
Cohort Comparison						
04	2019	74%	62%	12%	58%	16%
	2018	71%	58%	13%	56%	15%
Same Grade Comparison	3%					
Cohort Comparison	9%					
05	2019	79%	59%	20%	56%	23%
	2018	73%	59%	14%	55%	18%
Same Grade Comparison	6%					
Cohort Comparison	8%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	75%	65%	10%	62%	13%
	2018	83%	63%	20%	62%	21%
Same Grade Comparison	-8%					
Cohort Comparison						
04	2019	87%	67%	20%	64%	23%
	2018	70%	63%	7%	62%	8%
Same Grade Comparison	17%					
Cohort Comparison	4%					
05	2019	75%	65%	10%	60%	15%
	2018	76%	66%	10%	61%	15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-1%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	64%	51%	13%	53%	11%
	2018	65%	56%	9%	55%	10%
Same Grade Comparison		-1%				
Cohort Comparison						

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	47	56	52	55	71	67	48				
ELL	55	74		81	87						
BLK	60	59	50	64	73	69	58				
HSP	71	69	68	77	71	59	70				
MUL	82	77		87	77						
WHT	77	71	66	84	74	72	59				
FRL	62	70	62	74	74	66	62				
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				

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
FRL	63	66	55	54	51	42	46				

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	70
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	70
Total Points Earned for the Federal Index	562
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	57
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	73
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	62
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	81
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	72
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.

In FY19, 3rd- grade ELA scores decreased 1% (from 65% to 64%). One factor is the lack of student participation in the tutorial. Many of those who participated did not attend regularly. In FY20, we developed incentives to increase student participation.

For science, 5th-grade scores decreased 1% (from 65% to 64%). One contributing factor would be the new science textbook. Students also did not have enough time in the day to participate in hands-on labs and to get as in-depth as needed. In FY 20, we supported our instruction by using Generation Genius, which affords students to learn through interaction. We also implemented "Science Days" across all grade levels in which we focused our day around the fairgame benchmarks.

FY20 Midyear data (December 2019)
The ELA diagnostic demonstrated we made incremental progress. When comparing the results to our goals for FY20 of 70% proficiency, we had 73% student proficiency based on the district formula for predicted levels. This is a +3% proficiency difference from our targeted goal.

After reviewing the data from the 5th-grade science diagnostic taken in December 2019, and comparing these results to our goals for FY20 of 70% proficient, we are making incremental progress. During FY19, our NGSSS percentage was at 64% proficiency. Our winter science diagnostic data reflected 71% predicted student proficiency level, this is a +1% proficiency difference.

Our sustained focus throughout the year has demonstrated we were on track towards meeting our goals.

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

ELA Achievement for students with FRL decreased by 2% from FY18 to FY19. ELA learning gains for black students went down 5%. A contributing factor could be lack of student participation in tutorial. Many students who participated did not attend regularly.

For science, 5th-grade scores for white students decreased by 21%. Again, we experienced a lack of participation in tutorial. There was a significant increase in social-emotional behavioral issues among this subgroup.

FY20 Midyear data (December 2019)
The ELA diagnostic demonstrates we are making incremental progress. When comparing the results to our goals for FY20 of 70% proficiency, we had 73% student proficiency based on the district formula for predicted levels on the ELA diagnostic. This is a +3% proficiency difference from our targeted goal.

After reviewing the data from the 5th-grade science diagnostic taken in December 2019, and comparing these results to our goals for FY20 of 70% proficient, we are making incremental progress. During FY19, our NGSSS percentage was at 64% proficiency. At this time, the result from our science diagnostic was 71% predicted student proficiency level. This is a +1% proficiency difference.

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.

We are above the state in all areas. Our school has demonstrated this trend for the last few years. We consistently focus our efforts on the needs of our students to ensure the implementation of standards-based instruction focused while we support each child at their instructional level. Our data shows:
ELA achievement +16 , Learning Gains +12, Low 25s +11
Math achievement +17, Learning Gains +11, Low 25s +17
Science Achievement +11
Professional Learning Communities, led by the team leaders with the support of the administration, review and analyze data to determine areas of focus. During PLCs, the teachers receive professional

development from internal & external supports. They participate in collaborative planning of best practices and instruction to support all learners.

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

Math demonstrated an increase in in proficiency. Our subgroups demonstrated a significantt increase. SWDs Math achievement +8%, Learning Gains +17%, Low 25s had an increase 0f 42%, from 25% to 67%. Our blacks students had an increase of 8% in achievement and 5% in learning gains. ELLs had a 9% growth in achievement and 8% in learning gains. In addition, overall the 4th grade had an increase of 17%. Actions taken in FY19 to support these improvements were our math tutorial, implementation of supplemental materials, and an increase in collaborative planning by teachers.

During FY20 and continuing during FY21 we plan to:
1. We are beginning and expanding our tutorial for all grades. We are looking to possibly add an enrichment tutorial group in FY21.
2. Teachers are disaggregating data during PLCs to identify areas of weaknesses, create targeted lessons, and provide small-group direct instruction to close the achievement gap.
3. Increase consistent i-Ready usage. This is being closely monitored by teachers and administration.
4. Science, Math, and STEM Night will take place in February. This is an event for families to visit campus to see their students' hard work on their science fair boards as well as hands-on activities provided by the South Florida Science Museum.
5. We have implemented a monthly science day that focuses on fairgame benchmarks across all grade levels.
6. Science Flix and Generation Genesis has been purchased for teachers to build background knowledge and academic vocabulary.

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

Our highest potential area of concern would be course failures for ELA or math. Out of 839 students, 238 failed at least area last year. Another area of concern is our students with less than 90% attendance which is 69 of our 839 students.

Our focus will be to increase learning gains and achievement for all grades in addition to focusing on the needs of our students with disabilities. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas positively impacts proficiency. All students including our SWD students will be targeted through various modes of instruction, including technology, small groups, tutorials, data chats, and student monitoring.

The attendance rate is important because research shows students succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to not be less involved in the school. This has a negative effect on their social and emotional growth impacting future success. We will be targeting students with excessive absenteeism through SBT. We will implement district initiatives as well as set up plans for students that are missing more than 10% of school days.

We will increase student engagement and participation towards 100% attendance through various incentives and recognition. For example, we have drawings for donated gift cards and special seating in the cafeteria, etc.

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

Our improvement priorities area to ensure all students learn and demonstrate growth towards their future success. We will focus on:
1. Reading Achievement
2. ELA 3rd Grade
3.Science Achievement
4. Math Achievement
5. Social-emotional needs

Our goal to make these improvements will be to consistently work on and improve strategies/ initiatives developed during FY20. Our data indicated we were on track to meet our goals if the FY20 state assessments had been administered.
The following are our initiatives:
1. We are beginning and expanding our tutorial for all grades. We are looking to possibly add an enrichment tutorial group in FY21.
2. Teachers are disaggregating data during PLCs to identify areas of weaknesses, create targeted lessons and provide small-group direct instruction to close the achievement gap.
3. Increase consistent i-Ready usage. This is being closely monitored by teachers and administration.
4. Science, Math, and STEM Night will take place in February. This is an event for families to come on campus and see the children's hard work on their science fair boards as well as hands-on activities provided by the South Florida Science Museum.
5. We have implemented a monthly science day that focuses on fairgame benchmarks across all grade levels
6. We are part of the Project Connect Grant to address Social/Emotional needs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	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). Palm Beach Country requires a goal of 75% for ELA by 2021. In FY19 we were only at 64%. ELA had the lowest achievement level for FY19. 43 students in 2nd grade for FY19 had a mark of needs development in reading or math. These students are now entering into fourth grade. FRL students had a decrease of 2% from FY18 to FY19. For science, 5th-grade scores went down 1% (from 65% to 64%). Contributing factors would be the new science textbook. Students also did not have enough time in the day to participate in hands-on labs and to get as in-depth as needed. In FY 20, we supported our instruction by using Generation Genius, which affords students to learn through interaction. In addition, we have designated one day a month as a school-wide science day to focus on fair game benchmarks. Within ELA we will focus on targeted interventions and ensure teachers have appropriate resources to remediate & enrich. Our goal is to be strategic and focus on standard-based instruction to ensure best practices are utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.
Measurable Outcome:	Improve 3rd grade ELA proficiency to 75% to be on track for meeting the learning target outcome of the strategic plan by 2021. Overall we would like to see a 5% to 7 % growth in achievement for all content areas.
Person responsible for monitoring outcome:	Maria Vaughan (maria.vaughan@palmbeachschools.org)
Evidence-based Strategy:	1. Differentiated small group instruction within all ELA and Math classrooms. 2. i-Ready teacher toolbox is being utilized to remediate students who are having difficulty with standards. 3. Top Score is being used to teach students a structured format for planning, elaborating, and producing a final written essay. 4. Adaptive technology for ELA and Math 5. Our lowest 25% based on iReady, RRR, and winter diagnostic scores are offered an opportunity to attend a tutorial group that allows the students more time to focus on standards. 6. Leveled Literacy Intervention (LLI) is used during the school day to give the students an extra 30-45 minutes of intensive reading instruction.
Rationale for Evidence-based Strategy:	1. Differentiated small group instruction is effective because teaching is focused precisely on student needs. 2. The teacher toolbox gives the teacher materials and strategies specific to students' needs. 3. This is a school-wide program that exposes students to the same strategies that they build upon from year to year. 4. Both computer programs support students at their ability. They receive remediation and enrichment lessons as needed.

5. Students are given time outside of the regular school day to receive extra instruction in their areas of weakness.

6. LLI targets students on their instructional reading level to bring them up to meet grade-level expectations.

Action Steps to Implement

1. Differentiated small group instruction within all ELA classrooms.
a- Teachers and admimnistration analyze data to determine students needs.
b- Teachers develop lesson plans to demonstrate differentiation.
c- PLCs target best practices and mentoring to improve instruction.
d- Monitoring occurs through biweekly PLC meetings (analysis of data), classroom walks for implementation (AP)
e- The use of RazPlus to provide students will leveled text.

Person Responsible   Maria Vaughan (maria.vaughan@palmbeachschools.org)

2. i-Ready teacher toolbox is being utilized to remediate students who are having difficulty with standards.
a- Teachers analyze data to see student needs.
b- Teachers pull lessons from the Tool Box for either remediation, enrichment or reteaching of lessons.
c- Teachers reassess to determine student progress.
d- Continuouos improvement model
e- Monitoring occurs through student data analysis, lesson plan review, PLCs, and walk throughs (AP)

Person Responsible   Maria Vaughan (maria.vaughan@palmbeachschools.org)

3. Top Score is being used to teach students a structured format for planning, elaborating, and producing a final written essay.
a- Teachers receive ongoing PD and support with Top Score resources & materials.
b- Teachers follow the specific Top Score framework for writing.
c- Monitoring occurs through PBPAs, classroom fideility walks and lesson plans (AP)

Person Responsible   Maria Vaughan (maria.vaughan@palmbeachschools.org)

4. iReady & SuccessMaker
a- Onging PDs for teachers
b- Teachers create rotational schedules to ensure all students utilize the technology programs.
c- Teachers review and analyze data to determine students needs to develop small group instruction lessons.
d- Monitoring occurs through weekly adaptive technology reports and classroom fideility walks and lesson plans (AP)

Person Responsible   Maria Vaughan (maria.vaughan@palmbeachschools.org)

5. Our lowest 25% based on iReady, RRR and winter diagnostic scores are offered an opportunity to attend a tutorial group that allows the students more time to focus on standards.
a- Student data analysis to dermine student groups for tutorials
b- Teacher data analysis to choose future tutorials
c- Teachers develop lesson plans to address difeicits & remediate
d- Teacher provide ongoing assessents to modify instruction to decrease the achievement gap
e- Monitoring occurs through lesson plan review, classroom fideility walks and data analysis (AP)

Person Responsible   Maria Vaughan (maria.vaughan@palmbeachschools.org)

6. Leveled Literacy Intervention (LLI) is used during the school day to give the students an extra 30-45 minutes of intensive reading instruction.
a- SAI & resource teachers receive ongoing PD
b- Student data anlaysis to determine student groups
c- Support teachers develop a rotational schedule of LLI groups
d- On going progress monitoring through data analysis (AP)

Person Responsible   Maria Vaughan (maria.vaughan@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

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

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42; continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:
The History of the Holocaust
The History of Black and African Americans
The Contributions of Latino and Hispanics
The Contributions of Women
The Sacrifices of Veterans and Medal of Honor recipients within US History.
Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols and monitoring SwPBS through data. In alignment with school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.

Teachers have had training on SEL to incorporate ELA strategies during morning meetings. Continued support will be provided by our SEL contact.
Suite 360 will be taught to students during fine arts by school counselor and BHP.
Students are able to build background knowledge through activities done in fine arts as well as field trips.
Literacy night will take place in February Parents and their children will be invited to come into the school to gather resources to continue literacy at home. Book Fair Night is incorporated into Literacy Night to increase independent reading.
Code of Conduct assemblies have been conducted to reinforce our school-wide behavior expectations. Components of SEL were infused in the presentation.
We established a recording of attendance policy, where teachers posted on the door their daily attendance. This helps all stakeholders to focus and monitor the attendance. Guidance counselors, CLFs, BHP, Attendance Clerk, and Administration supported with parent calls and home visits. Our goal is to teach parents to understand attendance matters and will affect student learning & growth.

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.

At WES we pride ourselves in forming lasting relationships with all stakeholders.
We are a Choice school that offers the Fine Arts Academy. The Wellington Fine Arts Academy was created as a choice school site 5 years ago. We currently have programs revolving around stringed instruments, handbells, chorus, drama, and the visual arts. The arts are incorporated into all subject areas and grade levels within the school. Students perform around the community and are recognized for their excellence. We consistently have more students apply for the choice lottery than we have seats available. Students form lasting relationships with their teachers and their peers and the arts enrich their academic and social/emotional growth. We have applied for multiple grants and work with many businesses in order to support these programs.
Drama Club: Our students present a yearly musical production. They develop the skills necessary for this production through many practices and rehearsals. They learn songs, take direction, act on stage, timing, and discipline. They perform for the entire student body and they have two evening performances for the parents & community.
Orchestra Club: Students learn to play the violin and cello. They work hard to be able to perform at various events within the community. For example, they perform at the Equestrian Center and various retirement homes as well as at school for their peers.
Chorus and Hand Bells: The chorus and Hand Bell players represent the school at various events within the community and at school. They perform Winter and Spring Concerts for families and peers.
Visual Arts - The students in the visual arts clubs meet weekly. They produce art for the school and compete in several events such as the Equestrian event and the South Florida Fair. Students are recognized for their accomplishments with many awards.
We also offer various clubs to support student social/emotional growth and ensure we develop positive self-esteem. Examples of clubs include the Running Club, 4H Marine Science Club, Chess Club, Safety Patrols, and other academic clubs. Students establish a feeling of belonging when participating in these clubs.
Parents and community play a very important role in our school. We have an active PTO, who supports all initiatives, organizes fundraisers to donate supplies, and sponsors events; Daddy/Daughter Dance, Mother/Son Sports Night and special outings, etc.
Equestrian community: They sponsor two fundraising events per year. Our performing groups and the PTO work together with the equestrian community to raise funds for our school.
BHP and CLFs support parents with various resources to help parents understand how to help their child and become more involved in their education.

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: Standards-aligned Instruction				$981.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	1671 - Wellington Elementary School	School Improvement Funds	891.42	$981.00
			Notes: Money will be utilized towards a program or process for student progress and achievement.			
					Total:	$981.00