Wellington Elementary School

2019-20 Schoolwide Improvement Plan

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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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	61%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (70%) 2017-18: A (67%) 2016-17: B (59%) 2015-16: B (61%) 2014-15: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	47%

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

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title	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. The role of the teachers is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the grade level. 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. The goal of the guidance counselor and Behavioral Health Professional (other) is to assist students that are in need of supplies, motivation, and behavioral concerns.
Allen, Jennifer	Teacher, K-12	
West, Cathy	Teacher, K-12	
Bryant, Carol	Teacher, K-12	
Conway, Gloria	Teacher, K-12	
Frey, Kristine	Teacher, K-12	
Gatto, Gloria	Teacher, K-12	
Oswald, Stacey	Teacher, K-12	
Dekersky, Donna	Assistant Principal	
Schroth, Ashley	Teacher, K-12	
Eckstein, Cathy	Teacher, PreK	
Young, Karlie	Teacher, K-12	
Dickey, Helen	Other	
Lewis, Dina	Teacher, ESE	
Kuperman, Lisa	School Counselor	

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	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
	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	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

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

45

Date this data was collected or last updated

Thursday 8/29/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	25	17	17	19	14	15	0	0	0	0	0	0	0	107
One or more suspensions	2	2	2	3	3	2	0	0	0	0	0	0	0	14
Course failure in ELA or Math	18	46	26	56	24	40	0	0	0	0	0	0	0	210
Level 1 on statewide assessment	0	0	0	23	24	31	0	0	0	0	0	0	0	78

The number of students 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	10	10	6	28	19	30	0	0	0	0	0	0	0	103

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	25	17	17	19	14	15	0	0	0	0	0	0	0	107
One or more suspensions	2	2	2	3	3	2	0	0	0	0	0	0	0	14
Course failure in ELA or Math	18	46	26	56	24	40	0	0	0	0	0	0	0	210
Level 1 on statewide assessment	0	0	0	23	24	31	0	0	0	0	0	0	0	78

The number of students 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	10	10	6	28	19	30	0	0	0	0	0	0	0	103

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%
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	
Number of students enrolled	150 (0)	127 (0)	131 (0)	134 (0)	165 (0)	132 (0)	839 (0)
Attendance below 90 percent	21 (25)	8 (17)	14 (17)	9 (19)	10 (14)	7 (15)	69 (107)
One or more suspensions	1 (2)	2 (2)	4 (2)	1 (3)	2 (3)	2 (2)	12 (14)
Course failure in ELA or Math	15 (18)	40 (46)	43 (26)	56 (56)	53 (24)	31 (40)	238 (210)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	24 (23)	11 (24)	22 (31)	57 (78)
	0 (0)	0 (0)	0 (0)	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.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%
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				
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

ESSA Federal Index	
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%	
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%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
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%	
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	81
Multiracial Students Subgroup Below 41% in the Current Year?	NO

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

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

For ELA, 3rd grade scores went down 1% (from 65% to 64%). One factor is the lack of student participation in tutorial. Many of who participated did not attend regularly.

For science, 5th grade scores went down 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.

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 of who participated did not attend regularly.

For science, 5th grade scores for white students decreased by 21%. Lack of participation in tutorial. There was a great increase of social emotional behavioral issues among these students.

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.

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

Our most improvement was in 4th grade math. Our increase was 17%. Actions taken last year to see these improvements were our math tutorial, supplemental materials, and more collaborative planning by teachers.

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

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

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

1. Reading Achievement
2. ELA 3rd Grade
3. Science Achievement
4. Math Achievement
5. Social emotional needs

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress towards student achievement within ELA instruction to support the learning target outcome #1 (increase reading on grade level by third grade) and learning target outcome #2 (ensure high school readiness).
Rationale	Palm Beach Country requires a goal of 75% for ELA by 2021. We are only at 65%. 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 third grade. FRL students had a decrease of 2% from FY18 to FY19.

State the measurable outcome the school plans to achieve	Improve 3rd grade ELA proficiency to 70% to be on track for meeting the learning target outcome of the strategic plan by 2021.
Person responsible for monitoring outcome	Maria Vaughan (maria.vaughan@palmbeachschools.org)
Evidence-based Strategy	1. Differentiated small group instruction within all ELA classrooms. 2. Teachers are working collaboratively to implement district created ELA modules for instruction. 3. i-Ready teacher toolbox is being utilized to remediate students who are having difficulty with standards. 4. Top Score is being used to teach students a structured format for planning, elaborating, and producing a final written essay. 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 modules are helping to expose the students to higher level text/vocabulary while targeting the standards. 3. The teacher tool box gives the teacher materials and strategies specific to students' needs. 4. This is a school wide program that exposes students to the same strategies that they build upon from year to year. 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 Step	
Description	1. Teachers will determine students' needs and group students for instruction accordingly. 2. Teachers work together after school during collaborative planning and PLCs. 3. Teacher will determine students' needs based on i-Ready diagnostic and are given instructional resources to use with these children. 4. Teachers have had PD training as well as collaboratively working together to implement this program. 5. After winter diagnostics, teachers group students based on needs and give recommendations for tutorial.

6. Students with severe reading deficiencies are placed with a trained teacher for remediation using LLI, which is individualized per student in a small group.
Action steps will be monitored through lesson plans, data chats, and learning walks.

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

#2	
Title	To ensure progress towards science achievement within K-5 with a final outcome of proficiency on the Statewide Science Assessment.
Rationale	FY19 SSA score was 64%. Although we were still above the state, we dropped a percentage from FY18 to FY19. White students had a decrease of 21% from FY18.
State the measurable outcome the school plans to achieve	To improve 5th grade SSA proficiency to 70%.
Person responsible for monitoring outcome	Maria Vaughan (maria.vaughan@palmbeachschools.org)
Evidence-based Strategy	1. Technology based programs to supplement the curriculum. 2. Hands on science investigations utilizing the scientific method. 3. Tutorial will be provided for students not meeting proficiency. 4. Science will be incorporated into the Fine Arts class. 5. Each grade will implement a 'Science Day' each month 6. Science vocabulary will be promoted in classrooms on word walls, science journals, around the school and on the Morning News.
Rationale for Evidence-based Strategy	1. The programs address the standards through the use of videos, hands on interactions, and text. 2. Students need more hands on experience with science. 3. Tutorial will be decided based on student data from class/district assessments, winter diagnostics,etc. 4. Through the applied sciences, students will be made aware of the scientific principles being used.

Action Step	
Description	1. Teachers K-5 will utilize the programs during small group and whole group instruction. The programs provided are Generation Genius and Mystery Science. 2. Math and Science committees will create hands on lessons for K-5 teachers to use for science. 3. Teachers will analyze student needs from winter diagnostics. Students will be tutored after school. 4. Fine arts teachers will incorporate the science standards into their lessons Action steps will be monitored through lesson plans, data chats, and learning walks.
Person Responsible	Maria Vaughan (maria.vaughan@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

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

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.

Part IV: Title I Requirements

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

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

Our goal is to provide more opportunities for parents to participate in school-sponsored events (open house, parent conferences, academic nights, PTO, SAC). We will provide parental participation opportunities during the day and evenings to meet the needs of parents. We would also like to increase the number of volunteers for FY20. We use SAC and PTO meetings, newsletters, call-outs, School Messenger, and Facebook to communicate with our parents.

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

School Based Team (SBT) meets regularly to discuss students with barriers to academic and social success.
Paws-i-tive Referral Program is also used to recognized students who are following school- wide expectations.
A comprehensive school counseling service is also implemented.
Morning Meeting is utilized for in class discussion of sensitive topics as well as has a piece for the students tho share out there thoughts and feelings.

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

As an early intervention to increase reading on grade level by 3rd grade and to increase student readiness to enter kindergarten, Wellington Elementary School offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is

supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the FL DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

Wellington Elementary has three ESE PreK units & two VPK on campus. To assist with the transition of school-based and community children into the kindergarten program at Wellington Elementary School, we engage in the following kindergarten transition activities:

Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent
guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education).
We hold a kindergarten "Round Up" in Spring to inform parents about our school, tour kindergarten classes, and learn about kindergarten readiness.
In addition, we hold ESE PreK to K transition meetings with the IEP teams of students as needed.
Implementing a staggered start helps pre-k students to transition to kindergarten.

For students in 5th gr. moving on to middle school, representatives from local middle schools conduct presentations for 5th graders. They also go on a tour of the middle school and participate in a mock-school day. IEP transition meetings are also used to help students matriculate to middle school.

A BHP has been assigned to our school to assist with social & emotional needs.
Kognito training was completed by all employees.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

Wellington Elementary is not a Title I school. However, students who qualify do have the option to receive free/reduced lunch through the School Food Service.

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

The District receives funds for programs such as Red Ribbon Week and Positive Behavior Supports that promotes prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement. Teachers implement safety and drug-free lessons with students. Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our behavior matrix, and teaching expected behaviors. We communicate with parents any behavior concerns, utilize interventions, and monitor SwPBS during RtI and grade level meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaigns, and celebration of disability awareness weeks

Title X- Homeless

The District Homeless Coordinator provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The school guidance counselor and administration work with families who are homeless in order to provide needs.

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

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

The school has established numerous business partnerships with a range of organizations. Each year, we hold a Career Day to expose students to different career options.

Part V: Budget

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

1	III.A.	Areas of Focus: 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).				**$4,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1671 - Wellington Elementary School	School Improvement Funds	957.0	$4,000.00
			Notes: Funds will be used for a program or process towards student achievement as approved by our SAC.			
2	III.A.	Areas of Focus: To ensure progress towards science achievement within K-5 with a final outcome of proficiency on the Statewide Science Assessment.				**$4,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1671 - Wellington Elementary School	School Improvement Funds	957.0	$4,000.00
			Notes: Funds will be used for a program or process towards student achievement as approved by our SAC.			
					Total:	**$8,000.00**