

The School District of Palm Beach County

Wellington Landings Middle



2021-22 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: 3/24/2021

| | |
|--|--|
| 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 |
| 2020-21 Title I School | No |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 49% |
| 2020-21 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%) |
| 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 | |

* 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 10/20/2021.

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) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Middle School 6-8 | Yes | 40% |
| 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 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | A | A | A |

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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 all 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.

School Leadership Team

Membership

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

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|------------------------|---|
| Ingersoll, Lindsay | Principal | <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> <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 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> |
| Baldwin, Mary | Administrative Support | <p>Administrator for 8th grade students</p> <p>ESE Positive Intervention and Discipline Coordinator</p> <p>Supervision Coordinator</p> <p>Before/After School Director</p> <p>Clubs /Activities and Intramural Coordinator</p> <p>PBS Coordinator</p> <p>FBA Data Collector</p> <p>BIP Implementation and monitor behavior plans.</p> <p>Scheduling for pictures, lunches, lockers, duty stations</p> <p>Bullying Prevention Liaison</p> <p>Fine Arts Program Supervisor</p> <p>DJJ Contact.</p> <p>Monitor low 25% in 8th grade</p> <p>Mentor for 8th 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> |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------------|------------------|---|
| | | ESP Contact and Intern Contact EDW, Unify, and Performance Matters contact. Oversee PDD Team/activities Monitor Reading Plus grades weekly, run reports, and organize certificates and incentives. Textbook Coordinator. Attendance Monitoring Monitor Palm Beach Performance, writing curriculum, and data. |
| 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 Designee 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 FLVS Coordinator Literacy Leadership Team Member Duke/TIP Program Coordinator. PBS, SIP, SBT, and ESP Support. Alternative to Suspension Coordinator Monitor attendance and truancy for 7th grade 504 Coordinator for 7th grade School Based Team Leader |
| 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 504 Coordinator for 6th Grade |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|------------------------|--|
| Ryerson, Stacey | Teacher, ESE | ESE Coordinator Schedules and conducts IEP Parent Meetings. |
| Dahl, Tracy | Administrative Support | Principal's confidential secretary |
| Dwyer, Todd | Other | School Police Officer. |

| | | |
|--------------------------|---------------------|---|
| Grandison-Taylor, Marsha | Assistant Principal | Assistant Principal for 6th grade students Curriculum AP for Science Department Supervising Administrator for School Based Team Multi Tiered System of Support Leader (MTSS), and Response to Intervention leader (Rtl) Course Recovery Program Coordinator 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 |
|--------------------------|---------------------|---|

Demographic Information

Principal start date

Wednesday 3/24/2021, 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.*

26

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.*

9

Total number of teacher positions allocated to the school

71

Total number of students enrolled at the school

1,276

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data

Early Warning Systems

2021-22

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 | 411 | 429 | 436 | 0 | 0 | 0 | 0 | 1276 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 7 | 4 | 0 | 0 | 0 | 0 | 36 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 18 | 7 | 0 | 0 | 0 | 0 | 30 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 | 44 | 0 | 0 | 0 | 0 | 83 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 53 | 0 | 0 | 0 | 0 | 114 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 25 | 38 | 0 | 0 | 0 | 0 | 87 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 89 | 86 | 84 | 0 | 0 | 0 | 0 | 259 |
| FY21 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 0 | 0 | 0 | 125 | 164 | 223 | 0 | 0 | 0 | 0 | 512 |
| FY21 Math Winter Diag Level 1 & 2 | 0 | 0 | 0 | 0 | 0 | 0 | 144 | 142 | 75 | 0 | 0 | 0 | 0 | 361 |

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 | 39 | 41 | 40 | 0 | 0 | 0 | 0 | 120 |

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 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 2 |
| 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

Tuesday 7/20/2021

2020-21 - 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 | 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 |

2020-21 - 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 | 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 |

Part II: Needs Assessment/Analysis

School Data Review

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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 77% | 58% | 54% | 79% | 56% | 53% |
| ELA Learning Gains | | | | 62% | 56% | 54% | 69% | 57% | 54% |
| ELA Lowest 25th Percentile | | | | 52% | 49% | 47% | 61% | 49% | 47% |
| Math Achievement | | | | 83% | 62% | 58% | 84% | 61% | 58% |
| Math Learning Gains | | | | 75% | 60% | 57% | 78% | 61% | 57% |
| Math Lowest 25th Percentile | | | | 67% | 53% | 51% | 64% | 54% | 51% |
| Science Achievement | | | | 78% | 52% | 51% | 79% | 55% | 52% |
| Social Studies Achievement | | | | 94% | 75% | 72% | 94% | 75% | 72% |

Grade Level Data Review - State Assessments

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 | 2021 | | | | | |
| | 2019 | 76% | 58% | 18% | 54% | 22% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 76% | 53% | 23% | 52% | 24% |
| Cohort Comparison | | -76% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 79% | 58% | 21% | 56% | 23% |
| Cohort Comparison | | -76% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | 69% | 60% | 9% | 55% | 14% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 74% | 35% | 39% | 54% | 20% |
| Cohort Comparison | | -69% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 88% | 64% | 24% | 46% | 42% |
| Cohort Comparison | | -74% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2021 | | | | | |
| | 2019 | 78% | 51% | 27% | 48% | 30% |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 94% | 72% | 22% | 71% | 23% |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 100% | 64% | 36% | 61% | 39% |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 100% | 60% | 40% | 57% | 43% |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

WLMS utilized data from the following sources to monitor progress for all students throughout the school year. SY21 Fall data was compiled from the District Fall Diagnostic Assessment. Winter SY21 data was retrieved from the District Winter Diagnostic Assessment. Spring SY21 data was compiled from the Spring FSA State Assessments. FSQ's and USA's were also used to monitor progress and the data was used to drive instruction, provide remediation and support student learning.

Progress monitoring was conducted through each of the PLC Teams and this allowed the teachers and administrators to track students' academic progress throughout the entire school year. Data was used by all teachers to develop secondary benchmark calendars and remedial instructional strategies along with identifying instructional best practices to increase the achievement levels for all students. Students in need of remediation were identified and school wide tutoring was offered to address gaps and deficiencies in achievement. Teachers also adjusted their instruction to best meet the needs of all of their students and address gaps in learning.

| Grade 6 | | | | |
|-----------------------|----------------------------|-------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 82.2% | 77.4% | 77.5% |
| | Economically Disadvantaged | 77.1% | 70.6% | 70.3% |
| | Students With Disabilities | 50% | 53.2% | 50% |
| | English Language Learners | 44.4% | 30% | 38.1% |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 75.4% | 71.5% | 74% |
| | Economically Disadvantaged | 70.7% | 62.9% | 63.7% |
| | Students With Disabilities | 44.4% | 55.3% | 50% |
| | English Language Learners | 61.9% | 45.5% | 36.4% |

| Grade 7 | | | | |
|-----------------------|----------------------------|-------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 68.7% | 65.9% | 66.1% |
| | Economically Disadvantaged | 57.8% | 55.7% | 56.8% |
| | Students With Disabilities | 38% | 27.3% | 31% |
| | English Language Learners | 28.6% | 25% | 25% |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 58.1% | 63.2% | 55.5% |
| | Economically Disadvantaged | 48.5% | 54.9% | 46.9% |
| | Students With Disabilities | 36.2% | 34.6% | 30.9% |
| | English Language Learners | 21.4% | 42.9% | 31.3% |
| Civics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 96.4% | 89.8% | 94.5% |
| | Economically Disadvantaged | 93.1% | 85.9% | 90.9% |
| | Students With Disabilities | 92.5% | 70.9% | 74.6% |
| | English Language Learners | 78.6% | 68.8% | 93.8% |

| Grade 8 | | | | |
|-----------------------|----------------------------|-------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 79.9% | 85.8% | 85.1% |
| | Economically Disadvantaged | 71.1% | 77.1% | 76.6% |
| | Students With Disabilities | 61.7% | 74.5% | 75.4% |
| | English Language Learners | 0% | 12.5% | 10% |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 74% | 73% | 72% |
| | Economically Disadvantaged | 58.6% | 56.1% | 54.7% |
| | Students With Disabilities | 54.7% | 52.7% | 51.8% |
| | English Language Learners | 28.6% | 12.5% | 11.1% |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 78.4% | 82.7% | 83.2% |
| | Economically Disadvantaged | 65.8% | 72.5% | 72.6% |
| | Students With Disabilities | 51.8% | 58.9% | 58.9% |
| | English Language Learners | 0% | 22.2% | 20% |

Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 43 | 48 | 41 | 46 | 46 | 30 | 47 | 55 | 86 | | |
| ELL | 47 | 51 | 43 | 44 | 36 | 32 | 17 | 71 | 100 | | |
| ASN | 88 | 80 | | 94 | 72 | | 90 | 100 | 100 | | |
| BLK | 63 | 58 | 43 | 55 | 42 | 35 | 50 | 71 | 88 | | |
| HSP | 71 | 61 | 49 | 67 | 49 | 37 | 56 | 84 | 90 | | |
| MUL | 71 | 68 | 43 | 66 | 48 | 25 | 59 | 75 | 81 | | |
| WHT | 76 | 63 | 44 | 75 | 57 | 35 | 75 | 86 | 87 | | |
| FRL | 63 | 56 | 44 | 59 | 45 | 35 | 46 | 77 | 84 | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 41 | 51 | 45 | 50 | 64 | 55 | 41 | 72 | 65 | | |
| ELL | 51 | 55 | 45 | 59 | 65 | 53 | 39 | 82 | 73 | | |

| 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 |
| 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 | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 63 |
| 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 | 50 |
| Total Points Earned for the Federal Index | 625 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 97% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 49 |
| 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 | 49 |
| 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 | 89 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 56 |
| 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 | 61 |
| 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 | 60 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 66 |
| 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 | 55 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We analyzed our FSA Spring SY21 data from the April to June testing window and compared it to our FSA Spring SY19 scores and to Winter Diagnostic data from SY21 in both Math and ELA. The data indicate that we have not reached our target goal percentages of increasing the achievement levels by four percentage points for each category. WLMS has been able to maintain a high proficiency level for each of the categories; however, we are noticing a trend occurring among the seventh grade math students with a reduction in both proficiency and learning gains. We also see a trend involving our subgroups of SWD's and ELL's concerning proficiency levels. Our ELL subgroup in 6th and 7th grade Math decreased 25% and 17% in proficiency and our SWD subgroup in 7th grade Math decreased 6% in proficiency as a result of our annual schoolwide progress monitoring assessments throughout the year.

A comparison of FSA Spring SY21 data and FSA Spring SY19 data show that our total ELA proficiency decreased 4%. A consistent drop occurred in all three grade levels for ELA comparing Diagnostic to Diagnostic proficiency scores from SY21 to SY19 as well as the FSA score data. The 6th grade ELA decreased from 76% proficiency in SY19 to 70% in SY21. The 7th ELA dropped from 72% in SY19 to 62% in SY21. The 8th grade decreased their proficiency from 78% in SY19 to 70% in SY21. All three grade levels in Math demonstrated similar decreases.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the most recent FSA test data available comparing SY21 to SY19, our learning gains for the Low 25% in ELA, our proficiency in overall ELA and our learning gains in overall school wide Math as well as overall Math proficiency decreased over the previous year. For this reason, the following areas represent our highest priorities for school-wide improvement for the SY22 school year:

1. ELA Low 25% Learning Gains. - Low 25% learning gains decreased from 52% to 46%.
2. ELA Overall Proficiency - ELA overall proficiency decreased from 77% to 73%.
3. Math Overall Learning Gains - Overall learning gains decreased from 75% to 52%.
4. Math Overall Proficiency - School wide Math proficiency 83% to 70%.

Our FSA data for SY21 also showed a decrease in our subgroups for Black students and Economically Disadvantaged students. We compared our Spring FSA SY21 Data to our SY19 FSA Data and both of these subgroups demonstrated the following:

Economically Disadvantaged students Proficiency on the FSA ELA decreased a total of 4%. Black students Math FSA data demonstrated a decrease of 3% in overall Math Learning Gains. Our school wide progress monitoring data also revealed a decrease in proficiency with our ELL

subgroup in 6th and 7th grade Math by 25% and 17% and our SWD subgroup in 7th grade Math by 6%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

WLMS scored above the state average in all tested categories. However, when reviewing the most recent available FSA data from SY19, the areas of ELA proficiency and ELA low 25% learning gains showed the smallest percent above the state averages at eight and five points respectively. As a school dedicated to student achievement, we at WLMS recognize the effect that the blended virtual learning environment during the pandemic year of SY21 had on the learning of our students. Student performance and engagement was greatly impacted for many students, including many who traditionally show high achievement.

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. ELA learning gains remained at 62% for the most recent SY21 FSA data. 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.

WLMS is committed to making changes and taking action to address the learning loss encountered during the pandemic. Additional action steps of increasing the tutoring availability, utilizing a monitoring process with technology programs, and increasing achievement through a continued focus on rigorous instruction will be the hallmarks of our PLC teams moving forward.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our SY21 FSA data for overall ELA Learning Gains and our 8th grade Math proficiency were 62% for ELA and 73% for Math. When comparing this data to our results from the previous year score year for FSA SY19, both of these groups showed the smallest loss in percentage. ELA was constant at 62% while the 8th grade Math dropped 12 points while still maintaining our position at number three county-wide for middle schools.

Also, our FSA SY21 data demonstrated that we increased the number and percentage of student showing mastery and on both the Algebra EOC and Geometry EOC. Our Geometry students scored at 100% proficiency level placing WLMS as the number one middle school in the county for this category. Our Algebra students scored at 97% proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Some of the factors contributing to these success were teachers being 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 during the blended learning environment. Training in the use of PearDeck prompted students to engage in learning to a greater degree and allowed teachers to monitor engagement more effectively. The training and resources helped teachers and students to successfully engage in the blended environment and to increase rigorous standards-based instruction. 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 these successes. These strategies will continue to be implemented and

further developed to positively impact student achievement and to help us to reach our targeted goals.

What strategies will need to be implemented in order to accelerate learning?

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. Students are referred to the school-based MTSS leadership team, 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 recycles in order to achieve the best outcomes for all students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Based on the most recent FSA test data available comparing SY21 to SY19, our learning gains and our proficiency in ELA and in Math represent our highest priority along with closing the gap with our Economically Disadvantaged students and learning gains for our Black students.

Increased tutoring for both Math and ELA will be offered as part of our After School program in an effort to increase participation. Teachers will progress monitor all of their students through the use of FSA/USA assessments and also remediate the standards based on a thorough data analysis through PLC's. CLS (Content Literacy Strategies) training will be given for all social studies and science teachers to promote cross content collaboration with the ELA department to further enhance the reading achievement of our students.

Professional Development will be on an ongoing basis for teachers on technology based resources to increase monitoring in their classrooms through the use of such programs as Peardeck, Math Nation and Envision.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

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.

WLMS will address the learning gaps in our student subgroups of Economically Disadvantaged, SWD, Black students, and ELL students through a series of instructional best practices and remediation opportunities. All PLC teams will conduct data analysis to identify students in each of these subgroups with learning gaps. Instructional pull outs will occur throughout the school year in each of the core content areas of Math and ELA for these students to provide additional small group instruction. Tutoring will also be provided outside of the school hours to increase instructional time and remediation. Progress monitoring will be conducted through the PLC teams and a thorough data analysis.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

If we focus on standards-based instruction to increase proficiency and 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 SY21 with the scores from SY19. Overall school wide ELA proficiency decreased by four points from 77% in SY19 to 73% in SY21. The ELA school- wide learning gains remained constant at 62% for both SY21 and SY19, and the learning gains of ELA Low 25% decreased by six points. 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 overall percentage of students making learning gains on the ELA FSA by 5%.

In addition, WLMS will continue to work on making up the 7% school wide loss in learning gains as a result of the SY21 blended learning environment compared to SY18 through a continued focus on rigorous instruction.

* We will increase the Low 25% learning gains by 7% and increase the school wide ELA proficiency by 5%.

In addition, WLMS will continue to work on making up the 9% school wide loss in Low 25% learning gains and 2% decline in school wide ELA proficiency as a result of the SY21 blended learning environment compared to SY18 through a continued focus on rigorous instruction.

Monitoring:

1. Students will be assessed using USA's and FSQ's in Language Arts. Data will be collected and will be used to drive instruction and to provide remediation as needed.

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. Data on reading levels and comprehension skills will be collected and used to drive instruction.

Person responsible for monitoring outcome:

Lindsay Ingersoll (lindsay.ingersoll@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.

Rationale for Evidence-

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.

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.

based

Strategy:

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. Students will access assessments through the use of their Chrome Books during instructional time.

Person

Responsible

Lindsay Ingersoll (lindsay.ingersoll@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.

Person

Responsible

Lindsay Ingersoll (lindsay.ingersoll@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.

Person

Responsible

Lindsay Ingersoll (lindsay.ingersoll@palmbeachschools.org)

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

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

Math proficiency and Learning Gains overall dropped 13 points (83% to 70%) and 23 points (75% to 52%) respectively from SY19 to SY21. 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 proficient in Math school wide by 7 points in SY22 compared to SY21. In addition, WLMS will continue to work on making up the 13 point school wide loss in proficiency as a result of the SY21 blended learning environment through a continued focus on rigorous instruction.

* We will increase the percentage of students making learning gains in Math by 10% in SY22 compared to SY21. In addition, WLMS will continue to work on making up the 23 point school wide loss in learning gains as a result of the SY21 blended learning environment through a continued focus on rigorous instruction.

Monitoring:

1. Students will be assessed using USA's and FSQ's in Math. Data will be collected and will be used to drive instruction and to provide remediation as needed.

2. FSA tutoring programs will be offered to students identified through data review and pre and post tests will be given to monitor progress.

3. Math teachers will incorporate the use of standards-based practice assessments and lessons while utilizing technology-based programs including Math Nation, Khan Academy, and Savvas.

4. Math teachers will utilize the Peardeck Technology program to monitor student understanding of concepts through daily comprehension checks. Data received from these comprehension checks will be utilized to remediate standards.

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 utilizing technology-based programs including Math Nation and Khan Academy.

4. Math teachers will utilize the Peardeck Technology program to monitor student understanding of concepts through daily comprehension checks. Data received from these comprehension checks will be utilized to remediate standards.

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. Math Nation, Khan Academy, and Peardeck Technology programs have aided in

significantly increasing student achievement when the programs were used with fidelity. In addition, Math Nation 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. 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.

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

Math teachers will utilize targeted standards-based practice and assessment through the use of the Math Nation, Khan Academy, and Peardeck Technology computer programs. Students will utilize Chrome books to access the programs during daily instructional time and teachers will monitor their progress.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Using data retrieved through [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), Wellington Landings reported 1.8 incidents per 100 students. This rate is less than the state-wide middle school rate of 4.2 incidents per 100 students. The incident rate for violent incidents was .83 per 100 students. There were no incidents involving property. The incident rate for drug/public order incidents at Wellington Landings was .98 per 100 students. Overall, Wellington Landings ranked 145th out of 553 middle schools in the state, earning an overall "low" rating in school. The suspension rate at Wellington Landings is 6.2 suspensions per 100 students, which is much lower than the statewide rate of 18.3 suspensions per 100 students. Although the data indicates a lower than average number of serious disciplinary incidents, we will focus on educating our students and setting clear expectations especially as related to drug/public order incidents

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 four 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 digital 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. For example, the Positive Behavior Support Team has addressed vaping with in-depth lessons on the dangers of vaping. We continue to address this issue regularly, with the hope of further reducing the number of disciplinary incidents.

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

Safety is addressed weekly at the Leadership Team meeting. School-wide safety expectations are taught and safety drills are held frequently to ensure that students and staff know what to do in the case of impending danger. Health and safety protocols are in place relative to Covid 19. We work hard to ensure that students and staff are as healthy and safe to the greatest possible extent.

Guidance counselors and assistant principals regularly monitor and follow up on attendance concerns. Guidance counselors make home visits when necessary to address truancy. The School Based Team addresses chronic attendance issues. Attendance contracts and daily check-ins are put in place to reduce truant behavior.

Guidance counselors meet weekly to discuss student mental health concerns and to determine necessary action. Grade-level guidance counselors, the Behavior Health Professional, and the Co-Located Mental Health Professional work together to ensure that students' social/emotional and mental health needs are met. Our schoolwide SEL (Social Emotional Learning) program, including Gator Chats, increases staff/student rapport and helps students to feel valued and safe. The Suite 360 program educates students about mental health issues and provides a springboard for further discussion to help ensure that mental health issues are addressed.

These various components work together to provide a safe and nurturing environment for students, which in turn, reduces the number of serious safety and disciplinary incidents.

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.

Wellington Landings strives to provide a supportive learning environment for all learners. 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. Remediation and tutorials are provided for students with deficits.

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.

Wellington Landings 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. Positive Behavior Support is in place to enhance the learning environment. Universal Guidelines are reinforced daily: Students and teacher are respectful, responsible, and resilient. Expectations are clearly taught and retaught as deemed necessary. Students are recognized and rewarded as World Changers at Wellington Landings when they demonstrate Super STARRR behavior by being responsible, respectful, and

resilient or by performing acts of kindness. Teachers have a variety of options at their disposal to deal with minor misbehavior.

Social/Emotional Learning contributes greatly to our positive school culture and environment. Daily PBS lessons and Gator Chats address social emotional learning and build rapport among students and staff. Gator Chats help students to feel connected and valued. Open discussions also alert teachers and staff if students need additional emotional or mental health support. Suite 360 lessons address mental health and wellness.

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 and through

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. Students who make the honor roll are recognized and rewarded quarterly. A Perfect Score Celebration is held annually to recognize student success on state-wide testing. The school newspaper and video announcements are used to recognize students and to create a positive learning environment. Grade level awards assemblies reward academic achievement, improvement and citizenship.

The Before and After School Program contributes greatly to our positive learning environment. Students can choose from a wide variety of sports, clubs, or tutorial programs. There truly is something for everyone. 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. Before and after school activities increase student engagement, improve attendance, and foster positive school connections.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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 have led to WLMS being frequently recognized as a 5-STAR school.

The Watch Dogs program is in place at Wellington Landings. Dads, uncles, and grandfathers volunteer at school and assist in keeping the campus safe. Watch dogs foster positive relationships on campus and often mentor students. Teachers and administrative staff also mentor students, ensuring that every student has a trusted adult on campus.

The PBS and SEL teams work together to create daily PBS lessons and Gator Chats which review expectations, encourage rapport between students and staff, encourage positive peer relationships, and promote mental health. Our Literacy Committee encourages students to read through a variety of special events throughout the year.

Through our Student Government Association, SGA, students contribute to the school community by planning and implementing school- wide spirit events, by advocating for students through communication with administrators, and by their active role in the School Advisory Council. Gator Guides contribute to the school community by assisting at a variety of school events, and by meeting and greeting students who are new to the school, thereby easing their transition. Kindness Ambassadors contribute to the school community and the community at-large through community service and through activities that provide encouragement for staff and students. The video announcements, created on a daily basis by the TV Production classes, make all students aware of school and extracurricular events. Our Before and After School programs offer tutorials and a huge number of clubs and activities; there is truly something for everyone!

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.

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 incorporates 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

Part V: Budget

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

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|---------------|---------------|---|--|--------------------------|--------|-------------------|
| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | \$3,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5000 | 100-Salaries | 1701 - Wellington Landings Middle | School Improvement Funds | 1358.0 | \$3,500.00 |
| | | | <i>Notes: Amount for teacher salaries to cover tutoring costs.</i> | | | |
| 2 | III.A. | Areas of Focus: Instructional Practice: Math | | | | \$3,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5000 | 100-Salaries | 1701 - Wellington Landings Middle | School Improvement Funds | 1358.0 | \$3,500.00 |
| | | | <i>Notes: Amount to cover teacher salaries for tutoring costs.</i> | | | |
| Total: | | | | | | \$7,000.00 |