

The School District of Palm Beach County

# Wellington Elementary School



## 2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>22</b>
<b>Positive Culture &amp; Environment</b>	<b>27</b>
<b>Budget to Support Goals</b>	<b>28</b>

# Wellington Elementary School

13000 PADDOCK DR, Wellington, FL 33414

<https://wele.palmbeachschools.org>

## Demographics

**Principal: Diana Fernandez**

Start Date for this Principal: 6/22/2014

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	61%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (70%) 2017-18: A (67%) 2016-17: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>22</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>28</b>

## Wellington Elementary School

13000 PADDOCK DR, Wellington, FL 33414

<https://wele.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)
Elementary School PK-5	Yes	46%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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### SIP Authority

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### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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

#### **Provide the school's vision statement.**

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

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Vaughan, Maria	Principal	The role of the principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Allen, Jennifer	Teacher, K-12	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the Kindergarten grade level.
West, Cathy	Teacher, K-12	The role of the Media Specialist is to support the continuous journey through Master Board scheduling to include Rtl, SAI, etc. She also supports instruction by aligning her lessons to classroom focus.
Conway, Gloria	Teacher, K-12	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the second grade level.
Oswald, Stacey	Teacher, K-12	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the first grade level.
Eckstein, Cathy	Teacher, PreK	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the preK grade level.
Young, Karlie	Teacher, K-12	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the third grade level.
Perry, Melissa	Teacher, K-12	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the fourth grade level.
Frey, Kristine	Teacher, K-12	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the fifth grade level.
Schroth, Ashley	Teacher, K-12	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the fifth grade level.



Name	Position Title	Job Duties and Responsibilities
Collazo, Emely	Teacher, K-12	ELL contact is in charge of providing ELL services and monitoring compliance towards equitable instruction. Assists teachers and parents with resources and best practices to support student learning.
Morrison, Stephanie	Teacher, K-12	SAI teacher is in charge of providing support to students in reading. Assists teachers and parents with resources and best practices to support student learning.
Kuperman, Lisa	School Counselor	Leads school based team meetings to ensure students receive appropriate remediation and supports to close the achievement gap. Supports students through one on one and small group mediation.
Lewis, Dina	Teacher, ESE	ESE coordinator is in charge of overseeing SWDs services and compliance towards equitable instruction. Assists teachers and parents with resources and best practices to support student learning.
Dekersky, Donna	Assistant Principal	The role of the assistant principal is to assist the principal and teachers with there roles. As well as to monitor student data across the grade levels. It is also to support the continuous improvement journey through ensuring the execution and monitoring of the strategies and action steps within the SIP. By monitoring and supporting PLCs through data analysis, administration ensures teachers stay focused on standard-aligned instruction in an equitable and equal fashion for all students.
Auguste, Sedy	Behavior Specialist	Behavior Health Professional to support students social/emotional growth and development. She works with students in one to one and small group environments. She mediates and provides de-escalation techniques for students and teachers. She provides resources for parents.

## Demographic Information

### Principal start date

Sunday 6/22/2014, Diana Fernandez

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

8

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

10

**Total number of teacher positions allocated to the school**

68

**Total number of students enrolled at the school**

895

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

3

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

0

**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	115	136	140	155	135	128	0	0	0	0	0	0	0	809
Attendance below 90 percent	0	21	17	12	15	13	0	0	0	0	0	0	0	78
One or more suspensions	0	2	1	1	0	5	0	0	0	0	0	0	0	9
Course failure in ELA	0	28	37	47	39	38	0	0	0	0	0	0	0	189
Course failure in Math	0	7	22	49	18	31	0	0	0	0	0	0	0	127
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	20	19	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	11	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	0	0	53	48	34	0	0	0	0	0	0	0	135
ELA Winter Diagnostic Level 1 & 2	0	0	0	47	47	54	0	0	0	0	0	0	0	148
Math Winter Diagnostic Level 1 & 2	0	0	0	42	51	41	0	0	0	0	0	0	0	134

**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	19	23	36	26	29	0	0	0	0	0	0	0	133

**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	1	3	4	10	6	10	0	0	0	0	0	0	0	34
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 8/31/2021

**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	113	132	143	123	126	122	0	0	0	0	0	0	0	759
Attendance below 90 percent	0	20	11	10	18	19	0	0	0	0	0	0	0	78
One or more suspensions	0	3	1	2	3	7	0	0	0	0	0	0	0	16
Course failure in ELA	0	9	30	34	24	48	0	0	0	0	0	0	0	145
Course failure in Math	0	5	12	22	40	9	0	0	0	0	0	0	0	88
Level 1 on 2019 statewide ELA assessment	0	0	0	0	9	12	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	11	0	0	0	0	0	0	0	20
FY20 ELA Diag Levels 1 & 2	0	0	0	46	42	27	0	0	0	0	0	0	0	115
FY20 Math Diag Levels 1 & 2	0	0	0	30	35	30	0	0	0	0	0	0	0	95

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	7	15	17	29	27	0	0	0	0	0	0	0	95

**The number of students identified as retainees:**

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

**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	113	132	143	123	126	122	0	0	0	0	0	0	0	759
Attendance below 90 percent	0	20	11	10	18	19	0	0	0	0	0	0	0	78
One or more suspensions	0	3	1	2	3	7	0	0	0	0	0	0	0	16
Course failure in ELA	0	9	30	34	24	48	0	0	0	0	0	0	0	145
Course failure in Math	0	5	12	22	40	9	0	0	0	0	0	0	0	88
Level 1 on 2019 statewide ELA assessment	0	0	0	0	9	12	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	11	0	0	0	0	0	0	0	20
FY20 ELA Diag Levels 1 & 2	0	0	0	46	42	27	0	0	0	0	0	0	0	115
FY20 Math Diag Levels 1 & 2	0	0	0	30	35	30	0	0	0	0	0	0	0	95

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	7	15	17	29	27	0	0	0	0	0	0	0	95

#### The number of students identified as retainees:

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

## 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				73%	58%	57%	72%	57%	56%
ELA Learning Gains				70%	63%	58%	66%	61%	55%
ELA Lowest 25th Percentile				64%	56%	53%	63%	56%	48%
Math Achievement				80%	68%	63%	78%	65%	62%
Math Learning Gains				73%	68%	62%	69%	63%	59%
Math Lowest 25th Percentile				68%	59%	51%	50%	53%	47%
Science Achievement				64%	51%	53%	68%	56%	55%

**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
03	2021					
	2019	64%	54%	10%	58%	6%
Cohort Comparison						
04	2021					
	2019	74%	62%	12%	58%	16%
Cohort Comparison		-64%				
05	2021					
	2019	79%	59%	20%	56%	23%
Cohort Comparison		-74%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	75%	65%	10%	62%	13%
Cohort Comparison						
04	2021					
	2019	87%	67%	20%	64%	23%
Cohort Comparison		-75%				
05	2021					
	2019	75%	65%	10%	60%	15%
Cohort Comparison		-87%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	64%	51%	13%	53%	11%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

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

iReady K-5 Fall (small summary regarding effectiveness of progress tools).

Successmaker K-5 Fall

Winter Diagnostics 3-5 ELA and Math

USAs threshold and above

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35.6%	33.9%	54.3%
	Economically Disadvantaged	27.3%	18.6%	40.7%
	Students With Disabilities	25%	14.3%	28.6%
	English Language Learners	14.3%	14.3%	14.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		90.6%	92.6%
	Economically Disadvantaged		88.5%	89.1%
	Students With Disabilities		84.6%	88.9%
	English Language Learners		90%	90%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.3	40.4	52.6
	Economically Disadvantaged	41.9	24.4	34.2
	Students With Disabilities	10.5	20.	10.5
	English Language Learners	14.3	11.1	14.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		85	82.1
	Economically Disadvantaged		76.1	71.3
	Students With Disabilities		66.7	80.
	English Language Learners		66.7	40

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		76.3	77.4
	Economically Disadvantaged		68.8	68.1
	Students With Disabilities		65	69.6
	English Language Learners		55.6	46.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		79	68.7
	Economically Disadvantaged		68.1	57.9
	Students With Disabilities		71.4	54.2
	English Language Learners		46.2	35.3
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		73.1	69.8
	Economically Disadvantaged		56.1	53.1
	Students With Disabilities		46.2	26.7
	English Language Learners		10	8.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	67.2	70.8	69.8
	Economically Disadvantaged	57.1	58.6	58.5
	Students With Disabilities	25.	41.7	33.3
	English Language Learners	27.3	27.3	27.3

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		72.4	75.4
	Economically Disadvantaged		63	66.7
	Students With Disabilities		38.9	47.4
	English Language Learners		66.7	71.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	78.8	78.6	76.2
	Economically Disadvantaged	68	68.5	66.1
	Students With Disabilities	61.1	55	59.1
	English Language Learners	57.1	50	44.4
	Number/% Proficiency	Fall	Winter	Spring
	All Students	89.6	88.7	93.4
Science	Economically Disadvantaged	90.9	86.8	87.7
	Students With Disabilities	75	71.4	77.3
	English Language Learners	50	85.7	75
	Number/% Proficiency	Fall	Winter	Spring
	All Students	89.6	88.7	93.4
	Economically Disadvantaged	90.9	86.8	87.7

## 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	50	72	69	40	32	29	32				
ELL	34	70		28	30						
BLK	48	76		46	29		31				
HSP	58	70	55	49	40	44	38				
MUL	68			67							
WHT	76	67		76	50		57				
FRL	53	66	65	46	44	32	37				
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				



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
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				

### 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	55
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	439
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
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	42
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	46
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	51
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	68
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	65
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	50
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?

In FY19, 3rd- grade ELA scores decreased 1% (from 65% to 64%).

For science, 5th-grade scores decreased 1% (from 65% to 64%). Students did not have adequate time during the day to participate in in-depth hands-on labs.

FY20 Midyear data (December 2019)

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

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

In FY20 our SWDs demonstrated 39.5% level 3 and above, and in FY21 we see 45.8% of our SWDs scoring level 3 and above. We see a gap of -21% between ESE and Non-ESE students scoring levels 3 and above.

In FY21 we see:

- a lack of participation in tutorials.

- a significant increase in social-emotional behavioral issues among this subgroup. We are very concerned with the return to Brick & Mortar. During the end of FY20 and during FY21, we had a large percentage of our students learning virtually. We are concerned with their transition, their adjustments to the routines, and their focus in class.

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

ELA Achievement for students with FRL decreased by 2% from FY18 to FY19. ELA learning gains for black students went down 5%. Overall FSA ELA proficiency scores decreased by 8% from FY19 (73%) to FY21 (65%).

For science, 5th-grade scores for white students decreased by 21%.

FY20 Midyear data (December 2019)

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

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

In FY20 our SWDs demonstrated 39.5% level 3 and above, and in FY21 we see 45.8% of our SWDs scoring level 3 and above. We see a gap of -21% between ESE and Non-ESE students scoring levels 3 and above.

For FY21 the district rolled out a hybrid model of instruction, where some students were distance learners and others were in-person brick and mortar learners. This caused various changes and interruptions to learning which has skewed our data. We see our distance learners are outperforming our in-person learners by 5.5%.

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

We are above the state in all areas. Our school has demonstrated this trend for the last few years. We consistently focus our efforts on the needs of our students to ensure the implementation of standards-based instruction focused while we support each child at their instructional level. Our data shows:

ELA achievement -8 , Learning Gains -4, Low 25s +2

Math achievement -18, Learning Gains -29, Low 25s -34

Science Achievement -17

We experienced a lack of participation in tutorials, this was very apparent during FY21. There was a significant increase in social-emotional behavioral issues among this subgroup. We are very concerned with the return to Brick & Mortar. During the end of FY20 and during FY21, we had a large percentage of our students learning virtually. We are concerned with students transitioning to brick and mortar, how they adapt to classroom routines, and how they maintain their instructional focus in class.

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

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

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

Professional Learning Communities, led by the team leaders with the support of the administration, review and analyze data to determine areas of focus. During PLCs, the teachers receive professional development from internal & external supports. They participate in collaborative planning of best practices and instruction to support all learners.

The following actions will be continued and/or implemented:

- Pairing of student to student support: pairing of virtual students w/ Brick & Mortar students
- Google CR will continue to be used to support instruction
- On going Smart Suite training will continue for FY22
- Every child received devices; Chrome Books, which allowed them to become proficient with technology skills

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

During FY21 and continuing during FY22 we plan to:

1. We are beginning and expanding our tutorial for all grades. We are looking to possibly add an enrichment tutorial group in FY22.
2. Teachers are disaggregating data during PLCs to identify areas of weaknesses, create targeted lessons, and provide small-group direct instruction to close the achievement gap.
3. Increase consistent i-Ready and SuccessMaker usage. This will be closely monitored by teachers and administration.
4. Science, Math, and STEM Night will take place to support students and parent involvement. This is an event for families to visit campus to see their students' hard work on their science fair boards as well as hands-on activities provided by the South Florida Science Museum.
5. Science Flix and Generation Genesis will be purchased for teachers to build background knowledge and academic vocabulary. Generation Genius affords students the opportunity to learn through interaction.
6. Implement "Science Days" across all grade levels in which we focused our day around the fair game benchmarks.

**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.**

Professional Development is a very important part of our school day. Our PDs are content focused during grade-level PLCs.

Refresher and on-going support with adaptive technology; iReady & SuccessMaker  
Multiple training days and on-going support for the new ELA curriculum; Benchmark Advance Analysis, unpacking, and training to understand the new B.E.S.T. state standards for ELA  
Training for SEL (for students and adults) will be facilitated on PD days. Lesson plans for morning meeting will be provided and implemented by each grade level.

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

Our improvement priorities area to ensure all students learn and demonstrate growth towards their future success. We will focus on:

1. Social-emotional needs for both students and staff: Morning meetings have been imbedded within the daily master schedule. Expectations have been set to ensure consistency in the implementation in all classrooms. We are implementing an SEL committee to ensure we focus on all stakeholders.
2. Reading Achievement
3. ELA 3rd Grade
4. Science Achievement
5. Math Achievement

Our goal to make these improvements will be to consistently work on and improve strategies/ initiatives developed during FY22.

The following are our initiatives:

1. We are beginning and expanding our tutorial for all grades. We are looking to possibly add an enrichment tutorial group.
2. Teachers are disaggregating data during PLCs to identify areas of weaknesses, create targeted lessons and provide small-group direct instruction to close the achievement gap. Teachers participate in collaborative planning to ensure the team is focused on the standards.
3. Increase consistent i-Ready & SuccessMaker usage. This is being closely monitored by teachers and administration. We will incentivize the students and teachers. We will ensure technology time will be added to the Fine Arts wheel.
4. We have implemented a monthly science day that focuses on fairgame benchmarks across all grade levels

Science Flix and Generation Genesis will be purchased for teachers to build background knowledge and academic vocabulary. Generation Genius allows students to learn through interaction.  
5. We are part of the Project Connect Grant to address Social/Emotional needs.

### Part III: Planning for Improvement

#### Areas of Focus:

## #1. Instructional Practice specifically relating to Differentiation

<b>Area of Focus Description and Rationale:</b>	<p>To ensure progress towards student achievement within ELA instruction to support the learning targets in alignment with the District's Strategic Plan.</p> <p>In FY19 we were only at 64%.</p> <p>ELA had the lowest achievement level for FY19.</p> <p>43 students in 2nd grade for FY19 had a mark of needs development in reading or math. These students are now entering into fourth grade.</p> <p>FRL students had a decrease of 2% from FY18 to FY19.</p> <p>For science, 5th-grade scores went down 1% (from 65% to 64%).</p> <p>In FY22, we are going to focus on our lowest 25% in both ELA and math to increase learning gains. In addition we plan to implement cross-curricular science instruction to improve our science proficiency.</p>
	<p>Our goal is to be strategic and focus on standards-based instruction to ensure best practices are utilized throughout all content areas. We will provide all of our students the opportunity to reach their potential and increase student achievement. We will establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.</p>
<b>Measurable Outcome:</b>	<p>Improve 3rd grade ELA proficiency to 75%. Overall we would like to see a 5% to 7% growth in achievement for all content areas.</p> <p>Math we are at 62%, by FY22 we will achieve: 67%</p> <p>ELA we are at 65%, by FY22 we will achieve 70%</p> <p>Science we are at 47%, by FY22 will will achieve 55%</p>
<b>Monitoring:</b>	<p>Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is a integral part of the continuous improvement model: Can, Do, Plan, Act.</p> <p>At WES, monitoring occurs through lesson plan review, classroom fidelity walks, data analysis, adaptive technology reports, the review of PBPA's, FSQs, and USAs. Teachers work collaboratively with administration and each other to unpack standards, maintain focus and ensure all students are reaching their fullest potential. All stakeholders participate in data chats; Administration with teachers, with students, and with parents. Teachers facilitate data chats with parents and with students.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Maria Vaughan (maria.vaughan@palmbeachschools.org)</p>
<b>Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Differentiated small group instruction within all ELA and Math classrooms.</li> <li>2. Top Score is being used to teach students a structured format for planning, elaborating, and producing a final written essay.</li> <li>3. Adaptive technology for ELA and Math</li> <li>4. Extended day/year Tutorials: Our lowest 25% based on iReady, Literacy assessments, and winter diagnostic scores are offered an opportunity to attend a tutorial group that allows the students more time to focus on standards.</li> <li>5. Literacy intervention program will be used during the school day to provide students with intensive reading instruction.</li> </ol>
<b>Rationale for Evidence-</b>	<ol style="list-style-type: none"> <li>1. Differentiated small group instruction is effective because teaching is focused on individual student needs.</li> <li>2. This is a school-wide program that exposes students to the same strategies that they</li> </ol>



based  
Strategy:

- build upon from year to year.
- 3. Both computer programs support students at their ability. They receive remediation and enrichment lessons as needed.
- 4. Students are given time outside of the regular school day to receive additional instruction in their areas of weakness.
- 5. Intervention program targets students on their instructional reading level to meet grade-level expectations.

### Action Steps to Implement

1. Differentiated small group instruction within all ELA classrooms.
  - a- Teachers and administration analyze data to determine students needs.
  - b- Teachers develop lesson plans to demonstrate differentiation.
  - c- PLCs target best practices and mentoring to improve instruction.
  - d- The use of ongoing literacy assessments to provide teachers with immediate data to support learning.
  - e. Use of leveled texts from the Resource Room and the literacy series to provide students with additional resources to engage in guided reading groups. .

**Person Responsible** Donna Dekersky (donna.dekersky@palmbeachschools.org)

2. Top Score is being used to teach students a structured format for planning, elaborating, and producing a final written essay (3-5)
  - a- Teachers receive ongoing PD and support with Top Score resources & materials.
  - b- Teachers follow the specific Top Score framework for writing.
  - c- Students in second grade will receive additional support through resources from Top Score.

**Person Responsible** Donna Dekersky (donna.dekersky@palmbeachschools.org)

3. iReady & SuccessMaker
  - a- Ongoing PDs for teachers
  - b- Teachers create rotational schedules to ensure all students utilize the technology programs.
  - c- Teachers review and analyze data to determine students needs to develop small group instruction lessons.
  - d- Teachers analyze data to see student needs and adapt instruction to support learning.
  - e- Teachers reassess to determine student progress.
  - f- Incorporate adaptive technology during the Fine Arts rotation.

**Person Responsible** Donna Dekersky (donna.dekersky@palmbeachschools.org)

4. Extended day/year Tutorials:
  - a- Student data analysis to determine student groups for tutorials
  - b- Teacher data analysis to choose future tutors
  - c- Teachers develop lesson plans to address deficits & remediate
  - d- Teacher provide ongoing assessments to modify instruction to decrease the achievement gap
  - e- Develop an incentive program to increase participation and build morale

**Person Responsible** Jennifer Allen (jennifer.allen@palmbeachschools.org)

5. Intervention program:
  - a- SAI & resource teachers receive ongoing PD
  - b- Student data analysis to determine student groups
  - c- Support teachers develop a rotational schedule of the intervention program
  - d- Teachers participate in the continuous improvement model

**Person Responsible** Donna Dekersky (donna.dekersky@palmbeachschools.org)



## #2. Culture & Environment specifically relating to Social Emotional Learning

<b>Area of Focus</b>	If we provide a positive and supportive school climate for all stakeholders, then we will ensure the social, emotional, and academic development of all students.
<b>Description and Rationale:</b>	Based upon surveys (i.e. School Effectiveness Questionnaire) completed with staff, students, and parents, discipline data, average daily attendance, and tracking of Tier 2 and 3 interventions for behavior, it is determined that this focus aligns with meeting the school district's strategic plan to help increase social and emotional learning of all students.
<b>Measurable Outcome:</b>	Decrease the number of discipline referrals and classroom calls for assistance for minor behavioral concerns by 10%. Wellington Elementary School ensures a Single School Culture by recognizing student achievement, social and emotional growth, and a supportive and positive school climate. Overall the goal is to consistently ensure a safe and supportive environment that promotes the social/emotional and academic development of all students.
<b>Monitoring:</b>	Administration will be monitoring: 1. Student intervention forms (google form) 2. Discipline Dashboard 3. Positive Referrals 4. Morning Meetings
<b>Person responsible for monitoring outcome:</b>	Donna Dekersky (donna.dekersky@palmbeachschools.org)
<b>Evidence-based Strategy:</b>	1. Morning Meetings 2. Lesson plans created from research based resources differentiated to meet classroom needs. 3. Increase of positive interactions (4 plus 1)
<b>Rationale for Evidence-based Strategy:</b>	1. Building a sense of community within the classroom that will permeate throughout the building 2. Focus on SEL standards and components and individualized needs of the classroom 3. Positive impact on student self esteem while addressing areas of opportunities for growth
<b>Action Steps to Implement</b>	
1. Morning Meetings a- Add MM to the master schedule for all classes b- Develop a rotational schedule where non-instructional staff participates in classrooms c- Second step curriculum and district provided lessons	
<b>Person Responsible</b>	Donna Dekersky (donna.dekersky@palmbeachschools.org)
2. Lesson Plans a- review district scope and sequence b- comply lessons from second step based on scope and sequence c- roll out lessons through SEL committee and PLCs	
<b>Person Responsible</b>	Donna Dekersky (donna.dekersky@palmbeachschools.org)

3. Increase positive interactions
  - a- Positive referrals (announced on the morning news)
  - b. Points for following the Wildcat Way in the cafeteria

**Person Responsible** Donna Dekersky (donna.dekersky@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.

**At WES, we did not have an SESIR incidents on our campus.**

**We will continue with PBS framework of implementing universal guidelines, supporting school-wide recognition systems for faculty/staff and students, and updating the matrix of behavior expectations to include a column for SEL coping skills and a row for faculty/staff expectations to ensure implementation of a Single School Culture.**

**Teachers will implement appropriate early-stage behavior interventions as part of a complete referral process in order to recommend students to School Based Team when the students exhibit an academic, social, or emotional need.**

**Further, teachers will be supported through the Project Connect Grant in the areas of PBS and SEL to support a Single School Culture. The Project Connect Coach will provide ongoing coaching, mentoring, and support to all staff members in evidence-based PBS and SEL strategies, practices, and programs. Teachers will continue with the implementation of research based methods pertaining to Morning Meeting to promote SEL and achieve SSC across the school campus. Discipline data will be monitored on a regular basis and shared with faculty. We will utilize PBS tools and interventions to address areas of concern identified by the data.**

**Suite 360 will be taught to students during fine arts by school counselor and BHP.**

**Students are able to build background knowledge through activities done in fine arts as well as field trips.**

**Literacy night will take place in February Parents and their children will be invited to come into the school to gather resources to continue literacy at home. Book Fair Night is incorporated into Literacy Night to increase independent reading.**

**Code of Conduct assemblies have been conducted to reinforce our school-wide behavior expectations. Components of SEL were infused in the presentation.**

**We established a recording of attendance policy, where teachers posted on the door their daily attendance. This helps all stakeholders to focus and monitor the attendance. Guidance counselors, CLFs, BHP, Attendance Clerk, and Administration supported with parent calls and home visits. Our goal is to teach parents to understand attendance matters and will affect student learning & growth.**

**We also offer various clubs to support student social/emotional growth and ensure we develop positive self-esteem. Examples of clubs include the Running Club, 4H Marine Science Club, Chess Club, Safety Patrols, and other academic clubs. Students establish a feeling of belonging when participating in these clubs.**

**Parents and community play a very important role in our school.**

## 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.

At WES we pride ourselves in forming lasting relationships with all stakeholders.

We are a Choice school that offers the Fine Arts Academy. The Wellington Fine Arts Academy was created as a choice school site 5 years ago. We currently have programs revolving around stringed instruments, handbells, chorus, drama, and the visual arts. The arts are incorporated into all subject areas and grade levels within the school. Students perform around the community and are recognized for their excellence. We consistently have more students apply for the choice lottery than we have seats available. Students form lasting relationships with their teachers and their peers and the arts enrich their academic and social/emotional growth. We have applied for multiple grants and work with many businesses in order to support these programs.

Drama Club: Our students present a yearly musical production. They develop the skills necessary for this production through many practices and rehearsals. They learn songs, take direction, act on stage, timing, and discipline. They perform for the entire student body and they have two evening performances for the parents & community.

Orchestra Club: Students learn to play the violin and cello. They work hard to be able to perform at various events within the community. For example, they perform at the Equestrian Center and various retirement homes as well as at school for their peers.

Chorus and Hand Bells: The chorus and Hand Bell players represent the school at various events within the community and at school. They perform Winter and Spring Concerts for families and peers.

Visual Arts - The students in the visual arts clubs meet weekly. They produce art for the school and compete in several events such as the Equestrian event and the South Florida Fair. Students are recognized for their accomplishments with many awards.

We also offer various clubs to support student social/emotional growth and ensure we develop positive self-esteem. Examples of clubs include the Running Club, 4H Marine Science Club, Chess Club, Safety Patrols, and other academic clubs. Students establish a feeling of belonging when participating in these clubs.

Parents and community play a very important role in our school. We have an active PTO, who supports all initiatives, organizes fundraisers to donate supplies, and sponsors events; Daddy/Daughter Dance, Mother/Son Sports Night and special outings, etc.

Equestrian community: They sponsor two fundraising events per year. Our performing groups and the PTO work together with the equestrian community to raise funds for our school.

BHP and CLFs support parents with various resources to help parents understand how to help their child and become more involved in their education

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

The students of WES are exposed to the 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 statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.

Teachers have had training on SEL to incorporate ELA strategies during morning meetings. Continued support will be provided by our SEL contact.

Suite 360 will be taught to students during fine arts by school counselor and BHP.

Students are able to build background knowledge through activities done in fine arts as well as field trips.

Literacy night will take place in February Parents and their children will be invited to come into the school to gather resources to continue literacy at home. Book Fair Night is incorporated into Literacy Night to increase independent reading.

Code of Conduct assemblies have been conducted to reinforce our school-wide behavior expectations.

Components of SEL were infused in the presentation.

We established a recording of attendance policy, where teachers posted on the door their daily attendance.

This helps all stakeholders to focus and monitor the attendance. Guidance counselors, CLFs, BHP, Attendance Clerk, and Administration supported with parent calls and home visits. Our goal is to teach parents to understand attendance matters and will affect student learning & growth.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00