Wellington Landings Middle

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2021-22 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	2021-22: A (69%) 2018-19: A (74%) 2017-18: A (77%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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1100 AERO CLUB DR, Wellington, FL 33414

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	49%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 preparing and supporting all students to be successful by offering rigorous and relevant learning opportunities.

Provide the school's vision statement.

Wellington Landings Middle School empowers all students with the skills necessary to reach their full academic and personal potential leading to future success.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Ingersoll, Lindsay	Principal	As principal, Lindsay Ingersoll supervises and manages the daily functions of the school. She works to ensure that students and staff at Wellington Landings experience a safe, productive, and positive learning environment so that students can reach their full academic and personal potential and are prepared for a successful future. Mrs. Ingersoll is the instructional leader of the school. She meets regularly with the instructional leadership team to inform, guide, and inspire teacher leaders. She encourages the professional learning community leaders to provide rigorous and relevant learning opportunities, incorporate new strategies, share best practices, overcome obstacles, and provide guidance for their colleagues. Additionally, she oversees the Language Arts and Reading department. As principal, Lindsay Ingersoll hires instructional staff and is very involved in helping new staff members transition successfully and contribute meaningfully to the school community. Mrs. Ingersoll is the face of the school in the community. She meets regularly with community leaders, business partners, PTO members, parents, staff, and students to ensure that Wellington Landings continues to provide the quality education for which it is known. She facilitates all communications to the local community, keeping all stakeholders informed about what is happening at Wellington Landings. Mrs. Ingersoll leads the administrative leadership team, coordinating events, ensuring academic focus on rigor and relevance, enhancing safety protocols, and empowering her administrative leadership team to make full use of their strengths and abilities to provide a quality educational experience for students in a positive and supportive setting.. 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 progress in relation to our instructional practices, our "wildly important goal", and our plans for improvement.. 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.
Baldwin, Mary	Administrative Support	Mary Baldwin is the administrator for 8th grade students. In that role, she monitors, disciplines, and mentors 8th grade students, providing extra support for students in the low 25% of the 8th grade. She also oversees the Exceptional Student Education students, providing support for both the students and teachers. She collects data for functional behavioral assessments and implements and monitors behavioral intervention plans.

Name	Position Title	Job Duties and Responsibilities
		Mrs. Baldwin is the Positive Behavior Support coordinator. As such, she works with the staff to set and teach behavioral expectations for students throughout the campus. She promotes a single school culture that focuses on and rewards positive behaviors, while simultaneously discouraging negative behaviors. She also coordinates social and emotional learning on campus. Wellington Landings is often recognized for excellence in the areas of Positive Behavior Support and social and emotional learning. Wellington Landings is proud to have two academies: Fine Arts and Information Technology. Mrs. Baldwin supervises the Fine Arts department and all electives. She coordinates the fine arts performances that occur throughout the school year and works with fine arts and elective teachers to enhance education at Wellington Landings. Mrs. Baldwin is the director of the Before and After School Program and the coordinator for tutorials, clubs, activities, and intramurals. Wellington Landings Before and After School Program is often identified as one of the best programs in the district. Additionally, Mrs. Baldwin coordinates school supervision and scheduling for lunches and pictures. She is the discipline coordinator, the Bullying Prevention Liaison and the Department of Juvenile Justice contact. Mrs. Baldwin provides supervision throughout the school day and at school-related activities.
Dahl, Tracy	Administrative Support	Tracy Dahl is the principal's confidential secretary. She works closely with Lindsay Ingersoll to ensure that the school runs smoothly on a day to day basis. She coordinates meetings and assists with meeting preparation. She fields phone calls and resolves many issues on Mrs. Ingersoll's behalf. She manages the activities calendar for the school. Mrs. Dahl handles most of the human resources duties at the school. She assists with the hiring process, ensuring that new hires are cleared to start work as quickly as possible. She handles payroll. She responds to concerns about certification, workman's compensation, and accidents on campus. Mrs. Dahl handles substitute teachers and works hard to ensure that qualified and competent substitutes are available when teachers are not able to report to work. At the middle school level, this is very difficult because of our late start time and because of the shortage of substitute teachers. Tracy Dahl manages to get all classes covered as needed. She also handles teachers' leaves of absence and finds coverage when teachers are out of school for an extended time. Mrs. Dahl supervises the secretarial staff. She also handles registrations, fees, and payroll for the Before and After School program.

Name	Position Title	Job Duties and Responsibilities
Fill, Timothy	Assistant Principal	Tim Fill is the administrator for 7th grade students. In that role, he monitors, disciplines, and mentors 7th grade students, providing extra support for students in the low 25% of the 7th grade. He also oversees the math department, ensuring that the math curriculum is taught with rigor and relevance. Wellington Landings offers math courses at many levels from intensive 6th grade math to high school Algebra 1 Honors, Geometry Honors and Algebra 2 Honors. Under Tim Fill's leadership, the math department excels at providing exemplary learning opportunities for students at all levels of proficiency. He also coordinates our math support and tutoring programs. Mr. Fill is the School Improvement Plan Coordinator and the Accreditation Coordinator. He collects input and writes the School Improvement Plan and monitors its implementation. He also researches and writes grants that positively impact students at Wellington Landings. As the facilities coordinator, Mr. Fill works with his staff to ensure that the campus is well maintained. He is the supervisor of custodial personnel and cafeteria personnel. He also coordinates bus transportation at Wellington Landings. Safety is of utmost importance at Wellington Landings. Nothing is more important than the safety of our students. Mr. Fill is the School Crisis Response Team leader and the Safety Committee Chairperson. He works closely with the school police officer and the staff to ensure that the campus is safe. He teaches safety protocols to staff and students and coordinates safety drills. Mr. Fill is the Threat Assessment Team leader and the PCM/Vital coordinator at Wellington Landings. He also coordinates campus leases. Mr. Fill provides supervision throughout the school day and at school-related activities.
Grandison-Taylor, Marsha	Assistant Principal	Dr. Marsha Grandison Taylor is the administrator for 6th grade students. In that role, she monitors, disciplines, and mentors 6th grade students, providing extra support for students in the low 25% of the 6th grade. She coordinates the 6th grade day-long orientation She also oversees the science department, ensuring that the science curriculum is taught with rigor and relevance. Wellington Landings has a variety of science courses at many levels from including high school physical science classes. Under Dr. Taylor's leadership, the science department excels at providing exemplary learning opportunities for our students. Dr. Taylor is instrumental in the creation of the master board. Dr. Taylor is the supervising administrator for the School Based Team which uses the Multi-tiered System of Support and Response to Intervention to support students who are struggling academically,

Name	Position Title	Job Duties and Responsibilities
		behaviorally, or emotionally. Dr. Taylor oversees the efforts of our co-located mental health professional. She coordinates efforts to support our at-risk students, oversees our course recovery program, monitors our in-school suspension program, and processes alternative education referrals. Additionally, Dr. Taylor is the school contact with the Department of Children and Families. Dr. Taylor provides supervision throughout the school day and at school-related activities.
Lewis, Carla	Assistant Principal	Carla Lewis oversees the social studies department, ensuring that the social studies curriculum is taught with rigor and relevance. Under Carla Lewis's leadership, the social studies department excels at providing exemplary learning opportunities for our students. She also oversees the guidance team. Mrs. Lewis is the testing coordinator. She prepares for all standardized tests, including the Florida Comprehensive Achievement Test, the Florida Statewide Assessments, and the new Florida Assessment of Student Thinking. She also plans for End of Course Assessments, Palm Beach Performance Assessments, and PSAT's. She coordinates scheduling, ensures compliance with the modifications and accommodations required for students with IEP's and 504 plans, prepares testing materials, provides training for test administrators, and distributes test data to teachers. Mrs. Lewis manages our Educator Support Program for new teachers. She is the supervising administrator for our Fine Arts and Information Technology Academies and for our English Language Learners. She manages textbooks and technology distribution and collection. She monitors attendance and oversees the Professional Development Team and activities. Mrs. Lewis is the contact for EDW, Unify, and Performance Matters. She collects data from these sources and provides the data to teachers to facilitate data-driven instruction and remediation. She monitors Reading Plus completion weekly, runs reports, and organizes certificates and incentives. Mrs. Lewis provides supervision throughout the school day and at school-related activities.
Maher, Diane	School Counselor	Diane Maher is the school counselor for 8th grade students, providing emotional support, academic counseling, mediation, and organization and study skills for 8th grade students. She schedules and facilitates parent / teacher conferences. She monitors grades and attendance for 8th graders. She counsels 8th graders with failing grades and encourages participation in course recovery. She is part of the mental health team.

Name	Position Title	Job Duties and Responsibilities
		Mrs. Maher is the 504 plan contact for the school and the 504 designee for the 8th grade. She also coordinates the awards programs for the school. Mrs. Maher is the guidance coordinator at Wellington Landings. Mrs. Maher is the assistant testing coordinator, assisting Carla Lewis in preparing for all standardized tests, including the Florida Comprehensive Achievement Test, the Florida Statewide Assessments, and the new Florida Assessment of Student Thinking. She also assists in planning for End of Course Assessments, Palm Beach Performance Assessments, and PSAT's. She helps to ensure compliance with the modifications and accommodations required for students with IEP's and 504 plans and prepares testing materials. Mrs. Maher coordinates the Character Counts initiative, scoliosis testing, vision and hearing testing, and flu vaccine administration. She is the liaison to our feeder high schools. She also supports students and teachers as the Suite 360 Mental Health Program is implemented. Mrs. Maher provides supervision throughout the school day and at school-related activities.
Tormes-Garcia, Kenfis	School Counselor	Kenfis Tormes Garcia is the school counselor for 6th grade students, providing emotional support, academic counseling, mediation, and organization and study skills for 6th grade students. She schedules and facilitates parent / teacher conferences She monitors grades and attendance for 6th graders. She counsels 6th graders with failing grades and encourages participation in course recovery. She is also the 504 designee for the 6th grade students with accommodations. She is part of the mental health team. Mrs.Tormes Garcia is the ELL program planner and school counselor for English Language Learners. She supports these students as they acclimate to our country, our school, and the English Language. She provides all ELL testing, ensures proper placement of ELL students, verifies that testing accommodations are implemented, provides training for teachers of ELL students, and completes all necessary documentation for the ELL program. Mrs. Tormes Garcia is the liaison to our feeder elementary schools. She is the Listen to Children advocate and scheduler, and the Migrant and Homeless contact. She also supports students and teachers as the Suite 360 Mental Health Program is implemented. Mrs. Tormes Garcia provides supervision throughout the school day and at school-related activities.
Warren, Judy	School Counselor	Judy Warren is the school counselor for 7th grade students, providing emotional support, academic counseling, mediation, and organization and study skills for 7th grade students. She schedules and facilitates parent /

Name	Position Title	Job Duties and Responsibilities
		teacher conferences She monitors grades and attendance for 7th graders. She counsels 7th graders with failing grades and encourages participation in course recovery. She is also the 504 designee for 7th grade students with accommodations. She is part of the mental health team. Ms. Warren in the professional learning community leader for the guidance department As such, she prepares meeting agendas, facilitates the weekly PLC meetings, and follows up on discussion items. She is the Florida Virtual School coordinator for Wellington Landings. Ms. Warren is the initiator and the coordinator of the Teacher Orientation Program at Wellington Landings. She facilitates a day-long orientation for teachers new to Wellington Landings, helping them to acclimate to the Wellington Landings family and the systems and procedures at Wellington Landings. She meets monthly with the new teachers to provide support. Ms. Warren works closely with Carla Lewis on the Educator Support Program and acts as the Voluntary Lead Mentor. Ms. Warren supports and assists Mary Baldwin in all aspects of the Positive Behavioral Support Program. She helps to create lessons to teach school-wide behavioral expectations to students. She also assists with planning for social and emotional learning. Ms. Warren supports Tim Fill in creating and editing the School Improvement Plan. She is a Professional Development Team member and a Literacy Leadership Team member. She also supports students and teachers as the Suite 360 Mental Health Program is implemented. . Ms. Warren is the School Based Team leader, using the Multi-tiered System of Support and Response to Intervention model to support students who are struggling academically, behaviorally, or emotionally. She creates agendas, facilitates weekly meetings, works with SBT liaisons and interventionists to ensure implementation of academic and behavioral plans, and completes all documentation associated with the School Based Team.
Harris, Valerie	Teacher, ESE	Valerie Harris is the Exceptional Student Education (ESE) coordinator at Wellington Landings. As such, she oversees the individual education plans (IEP's) for students with special needs. She also oversees the educational plans (EP's) for gifted students. Mrs. Harris schedules all meetings and conferences for special education students.She facilitates all meetings involving students with special needs.. She writes new educational plans and she updates plans regularly during parent meetings. She fields questions from parents regarding testing, special education, and gifted education. Mrs.Harris helps to educate teachers about special education students and their needs. Mrs Harris ensures that teachers are aware of modifications and accommodations that are required for their students.

Name	Position Title	Job Duties and Responsibilities
		She assists teachers in carrying out modifications in their classrooms. She also ensures that proper modifications and accommodations are applied during district and state standardized testing. Mrs. Harris works with support teachers, case managers, and administrators. to monitor student progress. She works closely with paraprofessionals and support teachers to ensure that the students' needs are being met and progress is being made. She assists with special education students in crisis situations and at other times as needed, Mrs. Harris completes all paperwork regarding exceptional student education. She also works closely with feeder elementary schools and high schools to ensure that students transition smoothly.
Cartagena, Ashley	Behavior Specialist	Mrs. Ashley Cartagena is our Behavioral Health Professional at Wellington Landings. She is a licensed marriage and family therapist and brings a great deal of knowledge and experience to her position. She is part of the guidance team, the mental health team, the School Based Team, the social-emotional learning team, and the administrative leadership team. Mrs. Cartagena works with students who are experiencing behavioral challenges, She monitors these students and meets with them daily. She reinforces positive behavior choices and reteaches expectations when behavior expectations are not met. Mrs. Cartagena assists students who are experiencing emotional or mental health challenges. She supports students who are struggling with short term issues like conflicts with friends or teachers. She also assists students with more complex issues like anxiety and depression. She meets with students in crisis and provides check-ins and check-outs for additional support. Mrs. Cartagena refers students to our co-located mental health professional and to outside collaborative agencies when necessary. Mrs. Cartagena evaluates students in crisis who may be experiencing suicidal ideations. She assists in the determination as to whether involuntary hospitalization is clinically recommended, and she facilitates the creation of a student safety plan upon reentry. Mrs. Cartagena provides student and staff support for the Suite 360 lessons. She also provides education to the staff regarding mental health awareness.
Kirstein, Ryan	Other	Officer Ryan Kirstein is the School Resource Officer at Wellington Landings. His primary objective is to maintain a safe and secure campus. Officer Kirstein routinely monitors all areas of the school several times a day and addresses any safety or security concerns. He is very visible on

Name	Position Title	Job Duties and Responsibilities
		campus. Officer Kirstein has a very positive rapport with students and staff. Officer Kirstein investigates situations involving theft, vandalism, physical altercations, threats, and bullying. He also assists in situations in which students need to be assessed for involuntary hospitalization. Officer Kirstein is instrumental in educating staff and students about school safety and security. He oversees safety drills and suggests modifications as appropriate. He immediately addresses any concerns about safety and security, helping to keep our staff and students safe.

Demographic Information

Principal start date
Wednesday 3/24/2021, Lindsay Ingersoll

Number of teachers with a 2022 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.*
2

Number of teachers with a 2022 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.*
20

Total number of teacher positions allocated to the school
76

Total number of students enrolled at the school
1,230

Identify the number of instructional staff who left the school during the 2021-22 school year.
10

Identify the number of instructional staff who joined the school during the 2022-23 school year.
10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	409	434	443	0	0	0	0	1286
Attendance below 90 percent	0	0	0	0	0	0	21	46	48	0	0	0	0	115
One or more suspensions	0	0	0	0	0	0	27	35	27	0	0	0	0	89
Course failure in ELA	0	0	0	0	0	0	29	42	21	0	0	0	0	92
Course failure in Math	0	0	0	0	0	0	46	69	19	0	0	0	0	134
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	39	45	68	0	0	0	0	152
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	50	46	65	0	0	0	0	161
Number of students with a substantial reading deficiency	0	0	0	0	0	0	92	101	93	0	0	0	0	286

Using the table above, complete the table below with the number of students by current grade level who have 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	35	41	54	0	0	0	0	130

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Wednesday 8/17/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	69%	53%	50%				77%	58%	54%
ELA Learning Gains	53%						62%	56%	54%
ELA Lowest 25th Percentile	41%						52%	49%	47%
Math Achievement	75%	35%	36%				83%	62%	58%
Math Learning Gains	74%						75%	60%	57%
Math Lowest 25th Percentile	61%						67%	53%	51%
Science Achievement	65%	56%	53%				78%	52%	51%
Social Studies Achievement	89%	64%	58%				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	2022					
	2019	76%	58%	18%	54%	22%
Cohort Comparison						
07	2022					
	2019	76%	53%	23%	52%	24%
Cohort Comparison		-76%				
08	2022					
	2019	79%	58%	21%	56%	23%
Cohort Comparison		-76%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	69%	60%	9%	55%	14%
Cohort Comparison						
07	2022					
	2019	74%	35%	39%	54%	20%
Cohort Comparison		-69%				
08	2022					
	2019	88%	64%	24%	46%	42%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	78%	51%	27%	48%	30%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	72%	22%	71%	23%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	64%	36%	61%	39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	60%	40%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	33	36	29	40	55	49	30	78	88		
ELL	44	44	38	46	57	43	36	59	71		
ASN	80	72		89	84		100	100	94		
BLK	56	46	25	60	67	56	59	75	90		
HSP	66	52	42	72	72	61	58	87	90		
MUL	69	66	54	71	79	64	74	94	100		
WHT	74	53	40	80	75	63	68	92	90		
FRL	60	47	39	65	67	57	54	82	90		
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		

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
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		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
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	668
Total Components for the Federal Index	10
Percent Tested	99%

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%	0

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%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 SY22 data from the April to June testing window and compared it to our FSA Spring SY21 scores in both Math and ELA. The data indicate that we have not reached our target goal percentages of increasing achievement levels by seven 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 as related to their performance pre pandemic levels in 2019. We also see a trend involving our subgroups of SWD's and ELL's concerning proficiency levels. Our ELL subgroup schoolwide decreased in ELA proficiency by 3 points while they increased proficiency in math by 2 points. Our SWD subgroup decreased in ELA proficiency by 10 points and decreased in math proficiency by 6 points.

A comparison of FSA Spring SY22 data and FSA Spring SY21 data show that our total ELA proficiency decreased 4%. The drop occurred in grade levels 6th and 8th by 6 points and 8 points respectively while proficiency increased for 7th grade ELA by 6 points. All three grade levels in Math demonstrated increases in proficiency with 6th grade posting a 7 point increase, 7th grade a 5 point increase, and 8th grade math a 4 point increase.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the most recent FSA test data available comparing SY22 to SY21, our learning gains for the Low 25% in ELA, our proficiency in overall ELA, and our proficiency in overall school wide Math are still not at the levels they were at pre-pandemic. At that time, the proficiency level was 83% for Math and 77% for ELA. For this reason, the following areas represent our greatest concerns and our highest priorities for school-wide improvement for the SY23 school year:

1. ELA Overall Proficiency - ELA overall proficiency decreased from 73% to 69%.
2. Math Overall Proficiency - School wide Math proficiency increased in SY22 to 75% compared to 70% in SY 21. However, our priority is to return our math proficiency to the SY19 levels of 83% pre pandemic.

Our FSA data for SY22 also showed a decrease in our subgroups for Black students and Economically Disadvantaged students in ELA and/or Math proficiency. Our Spring FSA SY22 compared to our SY21 FSA data showed the following:

Black students: Math FSA proficiency decreased by a total of 6 points.
Economically Disadvantaged students: Proficiency on the FSA ELA decreased by a total of 3 points.

Our school wide progress monitoring data also revealed a decrease in math proficiency by 6 points for our students with disabilities compared to the previous year FSA SY21 data.

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 SY22, 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 ELA staffing issues had on learning. In particular, our 6th and 8th grade ELA students endured periods of time without a permanent teacher due to retirements and other staffing shortages. Student performance and engagement were greatly impacted due to these staffing issues.

The most recent comparison FSA test data shows that school wide ELA learning gains decreased by nine points from 62% in SY21 to 53% in SY22. In addition to this drop in performance, our ELA low 25% learning gains also decreased by 5 points when comparing the same time period FSA data. WLMS had 46% learning gains for the ELA Low 25% students on the SY21 FSA compared to 41% on the SY2 data.

In addition to addressing staffing issues to the best of our ability, 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 2022 state assessments, showed the most improvement?

Our SY22 FSA data for overall Math proficiency increased from 70% in SY21 to 75% in SY22. In addition, the data component that demonstrated the most significant increase was our learning gains in Math, both schoolwide and in the Low 25% categories. Overall Math schoolwide learning gains in SY22 increased by an impressive 22 points while our Low 25% Math students posted an outstanding increase of 25 points compared to the previous SY 21 data. Also, our FSA SY22 data demonstrated that we increased the number and percentage of students 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.

Our Civics EOC data showed an increase in proficiency of 5 points to 89%, while Science increased 2 points, and our acceleration component increased by 3 points. This performance helped WLMS maintain our position at number three county-wide for middle schools.

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

Factors contributing to our success included teachers being trained in the use of Smart Boards/Smart Learning Suite and in the use of Pearson Envision. Teachers found those resources to be beneficial for student engagement. Training in the use of more rigorous tasks and instructional strategies during Professional Development activities and PLC meetings assisted teachers in helping 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 and increase rigorous standards-based instruction.

Strong collaboration among the members of each professional learning community greatly enhanced learning in every area. Highly effective collaboration in 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 along with the use of the IXL Math technology with fidelity 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.

The use of student portfolios in the classroom along with data binders will be implemented this year. These strategies will be utilized to focus students on personal academic growth goals and facilitate data chat discussions.

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. This team uses a four-step problem-solving model to conduct weekly meetings and formulate 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 to ensure student success.

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 will be offered and / or required on an ongoing basis for teachers to increase monitoring, engagement, and rigor in their classrooms through the use of technology-based programs such as IXL Math Technology, Math Nation, Savvas, and Envision.

Based on the most recent FSA test data available comparing SY22 to SY21, our proficiency in both ELA and in Math represent our highest priority along with closing the gap with our Economically Disadvantaged students, our Black students, and our Students with Disabilities. 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 conduct progress monitoring for all of their students through the use of FSQ/USA assessments and the use of student portfolios. Teachers will also remediate 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.

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 to provide additional small group instruction for these students. 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, through student portfolios, and thorough data analysis.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	If we focus on standards-aligned instruction to increase proficiency in school-wide ELA, then we will increase student achievement and ensure alignment to the District Strategic Plan. This area of focus aligns directly with our District Strategic Plan, Theme A, Objective 1, Initiative A2a, Academic Excellence and Growth. The results of our ELA low 25% and overall ELA learning gains were our lowest performing categories when comparing the FSA scores from SY22 with the scores from SY21. Overall school wide ELA proficiency decreased by four points from 73% in SY21 to 69% in SY22. The ELA school- wide learning gains decreased to 53% in SY22 from 62% in SY21. The learning gains of ELA Low 25% decreased by five points.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	*We will increase the school wide percentage of students demonstrating proficiency on the SY23 ELA F.A.S.T. Assessment by 8%. By February 2023, 80% of students school wide will increase their achievement level as evidenced by their Progress Monitoring ELA Assessment 2 compared to the PM Assessment 1. * We will increase the Low 25% learning gains by 11 points. WLMS will continue to work on making up the 8 point pre pandemic learning loss in ELA and the Low 25% learning gains loss of 9 points through continued rigorous instruction. By May 2023, 100% of classroom teachers will provide standards aligned tasks as evidenced by walkthroughs. * With standards and testing changing in Florida,100% of WLMS core academic teachers will receive professional development opportunities related to the new B.E.S.T Standards and F.A.S.T. Assessment. Instructional practices will be evidenced through observations during administrative classroom walkthroughs utilizing the Instructional Walkthrough Tool.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1. Students will be assessed using the Benchmark Unit Assessments, 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. FAST tutoring programs will be offered to students demonstrating need as identified through data review. 3. Additional reading intervention programs will be utilized including HD Word Strategies, Common Lit, Student Text and Blooket. 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. 5. All teachers will utilize Data Binders and Student Data Chats.

Person responsible for monitoring outcome:	Lindsay Ingersoll (lindsay.ingersoll@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1 . Students will be assessed using USA's and FSQ's in Language Arts. 2. FAST tutoring programs will be offered to students demonstrating need as identified through data review. 3. Additional reading intervention programs will be utilized including HD Word Strategies, Common Lit, and Blooket. 4. Language Arts teachers will use Study Island, Reading Plus, novel study, and writing strategies to enhance students' ability to integrate knowledge. 5. All teachers will utilize data binders to track student progress. They will include data tracking forms and student data chats to monitor progress and identify benchmark standards for remediation and reteaching. Student portfolios will also be used to demonstrate progress.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	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 state assessments like the FAST. Students who participate in the WLMS tutoring programs have demonstrated an increase in student achievement based on the most recent data from standardized assessments. The HD Word Strategies, Common Lit, Blooket 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. All teachers will utilize data binders and student portfolios to track student progress. They will include data tracking forms and student data chats to monitor progress and identify benchmark standards for remediation and reteaching.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 Study Island program 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)

All teachers will utilize data binders to track student progress. They will include data tracking forms and student data chats to monitor progress and identify benchmark standards for remediation and reteaching.

Person Responsible   Lindsay Ingersoll (lindsay.ingersoll@palmbeachschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If we focus on standards-based instruction to increase proficiency in school-wide Math, then we will increase student achievement and ensure alignment to the District Strategic Plan. This area of focus aligns directly with our District Strategic Plan, Theme A, Objective 1, Initiative A2a, Academic Excellence and Growth. Math proficiency and Learning Gains overall increased in SY22 compared to SY21. Schoolwide Math proficiency increased 5 points (70% to 75%). Math learning gains increased schoolwide by 22 points (52% to 74%) and Low 25% Math learning gains increased 25 points (36% to 61%). However, our schoolwide math proficiency is still below pre-pandemic levels, an issue we will address with our goal of increasing math proficiency by 8% This area of focus aligns directly with our District Strategic Plan which emphasizes Academic Excellence and Growth.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	* We will increase the percentage of students proficient in Math school wide by 8 points in SY23 compared to SY22. As a mid-point goal, by February 2023, 80% of the school wide students will increase their achievement level as evidenced from their Progress Monitoring Math Assessment 2 compared to the PM Assessment 1. By May 2023, 100% of classroom teachers will provide standards aligned tasks as evidenced by walkthroughs. * We will increase the percentage of students demonstrating proficiency in Math by 8 points in SY23 compared to SY22. WLMS will return to the 2019 pre-pandemic math achievement levels through a continued focus on rigorous instruction. * With standards and testing changing in Florida, 100% of WLMS core academic teachers will receive professional development opportunities related to the new B.E.S.T Standards and F.A.S.T. Assessment. Instructional practices will be evidenced through observations during administrative classroom walkthroughs utilizing the Instructional Walkthrough Tool.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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. FAST 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 and Khan Academy.
4. Math teachers will utilize the IXL Math Technology program to monitor student understanding of concepts through daily comprehension checks. Data received from these comprehension checks will be utilized to remediate standards.
5. Data Binders along with Student Data Chats will be utilized in all math classrooms to monitor and track progress.

Person responsible for monitoring outcome:	Timothy Fill (timothy.fill@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Students will be assessed using USA's and FSQ's in Math. 2. FAST 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, Delta Math, and Khan Academy. 4. Math teachers will utilize the IXL Math Technology program to monitor student understanding of benchmark concepts through daily comprehension checks. Data received from these comprehension checks will be utilized to remediate standards. 5. All teachers will utilize Data Binders and Student Data Chats.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 standardized tests. 2. Students who participate in the WLMS tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments. 3. Math Nation will help prepare students for the rigors of high school. Delta Math and Khan Academy have shown to be effective for skill and concept remediation and test taking strategies. 4. IXL Math Technology and Khan Academy programs have aided in significantly increasing student achievement when the programs were used with fidelity. 5. All teachers will utilize data binders to track student progress. They will include data tracking forms and student data chats to monitor progress and identify benchmark standards for remediation and reteaching.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 Chromebooks 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 IXL Math computer programs. Students will utilize Chromebooks to access the programs during daily instructional time and teachers will monitor their progress.

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

All teachers will utilize data binders to track student progress. They will include data tracking forms and student data chats to monitor progress and identify benchmark standards for remediation and reteaching.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 Professional Learning Community meetings; teachers analyze assessment data, including Florida Standards Quiz and Unit Standards Assessment data and diagnostic data, as well as classroom performance and student portfolios, to determine students' needs and drive instruction. Students needing extensive remediation are identified and placed in Intensive math or reading classes for additional support. Teachers in all classes provide differentiation and targeted remediation. Teacher lesson plans are monitored by assistant principals for evidence of Content Literacy Strategies. Best practices are shared and strategies are developed to meet the needs of all students. Remediation and tutorials are provided for students with deficits.

Reading Plus reports are reviewed regularly at PLC meetings. Teachers collect data and track progress on task completion and mastery of skills. Data is used to determine and plan necessary and appropriate skill instruction. Reading Plus incentives are provided to encourage all students to reach mastery. Enrichment opportunities are provided for students who achieve at a high level.

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 core instruction is in place, the team identifies students who are not meeting the identified targets. These students are referred to the School Based 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 process, a Multi-Tiered System of Supports, and a Response to Intervention model to conduct weekly meetings and to formulate supplemental and/or intensive individual plans to meet 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.

Positive Behavior Support is in place to enhance the learning environment. 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. 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 and Emotional Learning contributes greatly to our positive school culture and environment. Daily PBS lessons, Gator Chats, and Community Circles address social and 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 also address mental health and wellness. The staff at Wellington Landings works diligently to ensure that every student has a trusted adult on campus.

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.

Students who achieve academically are recognized and rewarded through quarterly honor roll cerebrations. A Perfect Score Celebration is held annually to recognize student success on state-wide testing. Annual grade level awards assemblies and National Honor Society membership recognize student achievement, growth, and citizenship. The Character Counts program recognizes students who demonstrate exceptional character traits. The school newspaper and video announcements are used to recognize students and to create a positive learning environment.

The Before and After School Program contributes greatly to our positive learning environment. Students can participate in a wide variety of sports, clubs, or tutorial programs. There truly is something for everyone. 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 school culture and environment.

WLMS reaches out to parents 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 weekly emails to inform parents of upcoming events and important school-related information.

Parents are encouraged to join the School Advisory Council , the Parent Teacher Organization, 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 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" events 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 increase parent communication and involvement have resulted in WLMS being frequently recognized as a 5-STAR school.

The Watch Dogs (Dads of Great Students) 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, Gator Chats, and Community Circles which review expectations, encourage rapport between students and staff, strengthen 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, advocating for students through communication with administrators, and participating 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. Kindness Ambassadors and National Junior Honor Society members 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 considerable 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 grants that are awarded to WLMS to ensure the most efficient and effective allocation of funds.

The draft of the District's new strategic plan focuses on Academic Excellence and Growth, a Student Centered Culture, and Mental Health and Wellness. The draft of the strategic plan and the District's desire to Educate, Affirm, and Inspire guides our teaching practices by providing all of our students with opportunities that will support their academic and personal 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 Benchmarks for Excellent
Student Thinking (BEST) and the 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, supported, and inspired through high expectations to be college and career ready.
-- Social and emotional learning helps to affirm students, to teach students to appreciate diversity, and to focus on student mental health and wellness.

Wellington Landings Middle School infuses the content required by Florida Statute 1003.42(2) and School Board. Policy 2.09(8)(b), as applicable to appropriate grade levels, including:
* 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
* Mental Health and Well-Being
* State Board of Education mandates