Wellington Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Wellington Elementary School

13000 PADDOCK DR, Wellington, FL 33414

https://wele.palmbeachschools.org

Demographics

Principal: Diana Fernandez

Start Date for this Principal: 6/22/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	61%
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: B (59%) 2018-19: A (70%) 2017-18: A (67%)
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	ATSI
* 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.

Table of Contents

Wellington Elementary School

13000 PADDOCK DR, Wellington, FL 33414

https://wele.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	61%

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	B		A	A

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 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 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
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
Vaughan, Maria		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.
Dekersky, Donna		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.
Allen, Jennifer		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		The role of the Media Specialist is to support the continuous journey through Master Board scheduling to include RtI, SAI, etc. She also supports instruction by aligning her lessons to classroom focus.
Eckstein, Cathy		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.
Collazo, Emely		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.
Conway, Gloria		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.
Perry, Melissa		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.
Young, Karlie		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.

Name	Position Title	Job Duties and Responsibilities
Lewis, Dina		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.
Frey, Kristine		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.
Morrison, Stephanie		SAI teacher is in charge of providing support to students in reading. Assists teachers and parents with resources and best practices to support student learning.

Demographic Information

Principal start date

Sunday 6/22/2014, Diana Fernandez

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.*

4

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.*

13

Total number of teacher positions allocated to the school

68

Total number of students enrolled at the school

940

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

11

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

13

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	125	138	144	163	145	133	0	0	0	0	0	0	0	848
Attendance below 90 percent	0	26	28	34	15	17	0	0	0	0	0	0	0	120
One or more suspensions	0	3	1	8	4	0	0	0	0	0	0	0	0	16
Course failure in ELA	0	10	27	55	22	13	0	0	0	0	0	0	0	127
Course failure in Math	0	6	12	23	17	10	0	0	0	0	0	0	0	68
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	16	11	18	0	0	0	0	0	0	0	45
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	17	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	6	8	7	12	5	3	0	0	0	0	0	0	0	41

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	10	16	40	19	20	0	0	0	0	0	0	0	105

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	1	1	18	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	3	0	1	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Friday 9/2/2022

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	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	

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	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	

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	70%	59%	56%				73%	58%	57%
ELA Learning Gains	67%						70%	63%	58%
ELA Lowest 25th Percentile	48%						64%	56%	53%
Math Achievement	65%	53%	50%				80%	68%	63%
Math Learning Gains	56%						73%	68%	62%
Math Lowest 25th Percentile	49%						68%	59%	51%
Science Achievement	60%	59%	59%				64%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	54%	10%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	74%	62%	12%	58%	16%
Cohort Comparison		-64%				
05	2022					
	2019	79%	59%	20%	56%	23%
Cohort Comparison		-74%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	65%	10%	62%	13%
Cohort Comparison		0%				
04	2022					
	2019	87%	67%	20%	64%	23%
Cohort Comparison		-75%				
05	2022					
	2019	75%	65%	10%	60%	15%
Cohort Comparison		-87%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	64%	51%	13%	53%	11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

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	29	36	35	39	46	48	25				
ELL	44	54	44	36	50	36	29				
BLK	52	51	47	44	55	44	36				
HSP	62	67	52	56	48	44	46				
MUL	71	58		76	67						
WHT	82	72	45	77	59	63	79				
FRL	57	60	45	51	52	43	44				
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				
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				

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)	ATSI
OVERALL Federal Index – All Students	61

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	484
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
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	56
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	68
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	68
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	53
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?

When comparing FY 19 to FY 22 we see the following:
FSA ELA
Third FY19 vs FY22 Fourth FY19 vs FY22 Fifth FY19 vs FY22
Level 5 7% 8% Level 5 11% 14% Level 5 10% 12%
Level 4 20% 20% Level 4 24% 23% Level 4 23% 21%
Level 3 28% 27% Level 3 28% 25% Level 3 27% 24%
Level 2 24% 20% Level 2 22% 18% Level 2 23% 21%
Level 1 22% 26% Level 1 16% 20% Level 1 18% 23%

FSA Math
Third FY19 vs FY22 Fourth FY19 vs FY22 Fifth FY19 vs FY22
Level 5 14% 12% Level 5 15% 10% Level 5 8% 12%
Level 4 26% 22% Level 4 25% 21% Level 4 24% 18%
Level 3 26% 25% Level 3 28% 28% Level 3 23% 20%
Level 2 17% 17% Level 2 14% 16% Level 2 17% 19%
Level 1 18% 25% Level 1 18% 26% Level 1 18% 31%

Trends:
Number of students in level 4 & 5 decreasing or staying the same.
Number of students in level 1 are increasing.
ESSA:
ELL increased 3% from 42% in FY19 to 45% for FY22 federal index percentage points.
When looking at data across all years, SWDs was at 46% for FY19, we decreased to 37% for FY22 federal index percentage points.
For science, 5th-grade scores show an increase of level 1s (FY19 was 24%, FY22 was 33%). 59% of our SWD received a level 1 for FY22.

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

Our greatest need for improvement for FY23:
*ESSA:
SWDs federal index percentage points was at 46% for FY19, we decreased to 37% for FY22.
Data below is percentage of students scoring proficiency (level 3-5)
ELA FY19 vs FY22 Math FY19 vs FY22
Third: 44% 26% 52% 48%
Fourth: 37% 29% 63% 29%
Fifth: 59% 13% 52% 19%

*Our higher levels (4 and 5) regain momentum to accelerate learning, overall we saw a 1 to 6% decrease from FY19 to FY22.

*For science, 5th-grade scores show an increase of level 1s (FY19 was 24%, FY22 was 33%). 59% of our SWD received a level 1 for FY22.

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

Contributing factors / Actions
-Teacher shortage (Math, ELA, and ESE) / Continue to communicate with HR
-Larger class sizes / Ensure all core classes have a teacher
-Lack of intermediate teacher participation in tutorials / Analyze data to ensure content experts are recruited early in the year
-Significant increase in social-emotional behavioral issues among SWDs / Behavioral Health Professional
-Effective implementation of differentiation / Effective PD to support differentiation

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our most improved FSA data was our 3rd grade achievement in ELA and math. ELA went from 58% to 68% and math went from 56% up to 74%.

Math demonstrated an 18% increase in proficiency. Data trends demonstrate a steady increase in proficiency as evidenced by the FY21 Diagnostic (46%) FY21 FSA (56%) and FY22 FSA (74%). Furthermore third grade students from FY21 FSA to fourth grade grade students FSA (the same group) have demonstrated an increase of 4% points overall.

Overall, third grade FSA scores have experienced a similar data trend. FY22 scores increased 10% from FY21.

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:
-On going Smart Suite training will continue for FY23
-Every child received devices; Chrome Books, which allowed them to become proficient with technology skills
-Standard based small group instruction
-SAI focusing on areas of opportunities to increase student achievement

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

During FY22 and continuing during FY23 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 Reflex Math 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 focus our day around the fair game benchmarks. Accelerated science focus calendar to create opportunities for reteaching. This allows for more time for hands on science activities/experiments. Using Benchmark Advance close reading articles to build background knowledge and vocabulary in science content.
7. Benchmark Advance is now used K through 5th.
8. More time is allotted for 5th grade science.

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 iReady adaptive technology and Reflex Math
Multiple training days and on-going support for the new ELA curriculum; Benchmark Advance
Analyze, unpack, and train to understand and implement 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.

As an early intervention to increase student readiness to enter kindergarten, we offer school year VPK and ESE VPK programs. The programs are supplemented with enrichment hours and/or a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan.) These programs are supported by the Department of Early Childhood Education and/or Department of Exceptional Student Education and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally

appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the kindergarten, we engage in the following kindergarten transition activities:
• Distribution of a letter, flyer or informational brochure.
• Holding open house for families.
• Provide prescreening.

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

Our goal to make these improvements will be to consistently work on and improve strategies/initiatives developed during FY23.
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 usage. This is being closely monitored by teachers and administration. We will incentivize the students and teachers. We also 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.
6. Reflex Math has been purchased and is being used in grades 2-5.
7. We are a Fine Arts Academy: students are given the opportunity to participate in music, art and theater during and after school. This helps students feel a sense of community and research shows this increases achievement.
8.We will provide support for Pre-K including professional development for new our teacher and opportunities for additional training for paras and ECPs in the area of literacy.

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 Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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. 1. Deliver content, concept, or skill that is aligned to the benchmark for intended learning. 2. Monitor student understanding and provide corrective feedback aligned to the benchmark for intended learning. 3. Differentiate instructional and implement instructional practices to support our SWD students. 3 Use trends in student data and work samples to ID student needs and adjust instruction as necessary.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our FAST reading and math baseline completed in August will increase by 3% in December 2022 and increase by another 3% in May 2023. Our SWD subgroup will have a minimal increase of 5% by the end of the school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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. At WES, monitoring occurs through lesson plan review, classroom fidelity walks, data analysis, adaptive technology reports, the review of PBPAs, 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.
Person responsible for monitoring outcome:	Maria Vaughan (maria.vaughan@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Differentiated small group instruction within all core subject areas. 2. Adaptive technology for ELA and Math 3. Extended day/year Tutorials: Our lowest 25% based on iReady, Literacy assessments, PM 1 and PM 2 scores are offered an opportunity to attend a tutorial group that allows the students more time to focus on standards. 4.Literacy intervention programs will be used during the school day to provide students with intensive reading instruction.
Rationale for Evidence-based Strategy: **Explain the rationale for**	1. Differentiated small group instruction is effective because teaching is focused on individual student needs. 2. Both computer programs support students at their ability. They receive remediation and enrichment lessons as needed. 3. Students are given time outside of the core curriculum to receive additional

selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	instruction in their areas of weakness. 4.Intervention programs target students on their instructional reading level to meet grade-level expectations.

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.

1. Differentiated small group instruction within all ELA, math, science classrooms.
a- Teachers and administration analyze data to determine students' needs.
b- Curriculum implementation support using district personnel
c- PLCs target best practices and monitoring to improve instruction.
d- Teachers develop lesson plans to demonstrate differentiation.
e- The use of ongoing literacy assessments to provide teachers with immediate data to support learning.
f- Use of leveled texts from Benchmark Advance and the Resource Room to provide students with additional resources to engage in guided reading groups.
g- Monitoring will take place through classroom walks (look fors), Formative/Summative assessments, analysis of rotational group scheduling, ESE teachers facilitating small group instruction.

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

2. iReady
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.
g- Monitoring will take place through classroom walks (look fors), Formative/Summative assessments, analysis of rotational group scheduling, usage and growth reports will be monitored weekly.

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

3. 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
f- Monitoring will take place through classroom walks (look fors), Formative/Summative assessments, analysis of rotational group scheduling, ESE teachers facilitating small group instruction.

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

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

f- Monitoring will take place through classroom walks (look fors), Formative/Summative assessments, analysis of rotational group scheduling, ESE teachers facilitating small group instruction.

Person Responsible   Maria Vaughan (maria.vaughan@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.

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, practice timing, and discipline. They perform for the entire student body as well as, presenting two evening performances for the parents and 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, Paint with a Parent, Family Bingo 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 CLF 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 school culture and environment.

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

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