Wellington Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Wellington Elementary School

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13000 PADDOCK DR, Wellington, FL 33414

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https://wele.palmbeachschools.org

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School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Vaughan, Maria	Principal	The role of the principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Dekersky, Donna	Assistant Principal	The assistant principal supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She demonstrates through daily decisions and actions that the school's priority is academic success for every student. She assists with eliminating barriers and distractions that interfere with effective teaching and learning, supports the principal in building a culture of pride, trust, and respect, and monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She will also monitor and improve instruction by visiting classrooms to support and monitor instruction.
West, Cathy	Teacher, K-12	The role of the Media Specialist is to support the continuous journey through Master Board scheduling to include RtI, SAI, etc. She also provides content instructional support by aligning her lessons with grade level scope and sequences.
Lewis, Dina	Teacher, ESE	The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships with all stakeholders.
Collazo, Emely	Teacher, K-12	The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.
Eckstein, Cathy	Teacher, PreK	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the preK grade level.

Name	Position Title	Job Duties and Responsibilities
Young, Karlie	Teacher, K-12	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the third grade level.
Conway, Gloria	Teacher, K-12	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the second grade level.
Morrison, Stephanie	Teacher, K-12	SAI teacher is in charge of providing support to students in reading. Assists teachers and parents with resources and best practices to support student learning.
Frey, Kristine	Teacher, K-12	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the fifth grade level.
Farmer, Barbara	School Counselor	As a Guidance Counselor, she works in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. She provides academic, social &emotional, and behavioral support for students.
Oerter, Lindsay	Teacher, K-12	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the first grade level.
Amador, Anais	Teacher, K-12	The role of the teacher is to assist all teachers on there teams with providing differentiated instruction to all students and monitor student achievement across the fourth grade level.
Midlarsky, Amy	Other	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 K-5. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP.
Johnson, Nigel	Behavior Specialist	The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.

Our ESOL Resource Teacher works in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus.

Our Guidance Counselor works in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families.

SAC supports student achievement and student growth by collaboratively making decisions along side administration, teachers, staff, parents and community.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:
• Strategic visioning and planning
• Problem identification and root cause analysis
• Developing action steps towards improvement
• Creating and maintaining a culture of collaboration towards shared decision-making
• Supporting professional learning and improvement
Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's USA, NGSQ's, iReady Diagnostics, Imagine Learning, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts).
The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL

students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

Our ESE students will be closely monitored by both ESE Resource Teacher and classroom teacher. Teachers are trained and participate in PLC's to assess data, modify, and implement differentiated instruction, based on the results of data.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	56%
2022-23 Economically Disadvantaged (FRL) Rate	61%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	38	31	21	27	24	27	0	0	0	168
One or more suspensions	1	2	1	5	2	4	0	0	0	15
Course failure in English Language Arts (ELA)	10	53	31	54	25	13	0	0	0	186
Course failure in Math	3	14	24	42	18	17	0	0	0	118
Level 1 on statewide ELA assessment	0	0	0	37	24	19	0	0	0	80
Level 1 on statewide Math assessment	0	0	0	26	28	23	0	0	0	77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	26	22	45	31	25	0	0	0	154

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	0	1	0	0	0	0	2

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	26	28	34	15	17	0	0	0	120
One or more suspensions	0	3	1	8	4	0	0	0	0	16
Course failure in ELA	0	10	27	55	22	13	0	0	0	127
Course failure in Math	0	6	12	23	17	10	0	0	0	68
Level 1 on statewide ELA assessment	0	0	0	16	11	18	0	0	0	45
Level 1 on statewide Math assessment	0	0	0	0	4	17	0	0	0	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	8	7	12	5	3	0	0	0	41

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	10	16	40	19	20	0	0	0	105

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	18	0	0	0	0	0	20
Students retained two or more times	0	0	0	3	0	1	0	0	0	4

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	26	28	34	15	17	0	0	0	120
One or more suspensions	0	3	1	8	4	0	0	0	0	16
Course failure in ELA	0	10	27	55	22	13	0	0	0	127
Course failure in Math	0	6	12	23	17	10	0	0	0	68
Level 1 on statewide ELA assessment	0	0	0	16	11	18	0	0	0	45
Level 1 on statewide Math assessment	0	0	0	0	4	17	0	0	0	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	8	7	12	5	3	0	0	0	41

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	10	16	40	19	20	0	0	0	105

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	18	0	0	0	0	0	20
Students retained two or more times	0	0	0	3	0	1	0	0	0	4

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	66	53	53	70	59	56	65		
ELA Learning Gains				67			71		
ELA Lowest 25th Percentile				48			66		
Math Achievement*	66	57	59	65	53	50	62		
Math Learning Gains				56			44		
Math Lowest 25th Percentile				49			34		
Science Achievement*	60	54	54	60	59	59	47		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	71	56	59	69			50		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	322
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	484
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	2	
ELL	52			
AMI				
ASN	83			
BLK	43			
HSP	58			
MUL	63			
PAC				
WHT	74			
FRL	54			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	45			
AMI				
ASN				
BLK	47			
HSP	56			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	68			
PAC				
WHT	68			
FRL	53			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	66			66			60					71
SWD	20			34			26				5	70
ELL	51			53			52				5	71
AMI												
ASN	83			83							2	
BLK	52			47			39				4	
HSP	58			64			54				5	67
MUL	63			63							2	
PAC												
WHT	75			74			73				4	
FRL	55			54			48				5	65

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	70	67	48	65	56	49	60					69
SWD	29	36	35	39	46	48	25					
ELL	44	54	44	36	50	36	29					69
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	52	51	47	44	55	44	36					
HSP	62	67	52	56	48	44	46					69
MUL	71	58		76	67							
PAC												
WHT	82	72	45	77	59	63	79					
FRL	57	60	45	51	52	43	44					71

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	65	71	66	62	44	34	47					50
SWD	50	72	69	40	32	29	32					
ELL	34	70		28	30							50
AMI												
ASN												
BLK	48	76		46	29		31					
HSP	58	70	55	49	40	44	38					50
MUL	68			67								
PAC												
WHT	76	67		76	50		57					
FRL	53	66	65	46	44	32	37					55

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	72%	56%	16%	54%	18%
04	2023 - Spring	73%	58%	15%	58%	15%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	55%	48%	7%	50%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	67%	57%	10%	59%	8%
04	2023 - Spring	64%	52%	12%	61%	3%
05	2023 - Spring	67%	56%	11%	55%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	59%	51%	8%	51%	8%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

FSA ELA
3rd: FY19 FY22 FY23PM 3 4th: FY19 FY22 FY23 PM 3 5th: FY19 FY22 FY23PM3
L5 7% 8% 11% L5 11% 14% 21% L5 10% 12% 15%
L4 20% 20% 18% L4 24% 23% 24% L4 23% 21% 26%
L3 28% 27% 26% L3 28% 25% 27% L3 27% 24% 32%
L2 24% 20% 21% L2 22% 18% 13% L2 23% 21% 14%
L1 22% 26% 24% L1 16% 20% 14% L1 18% 23% 14%

SWDs Overall
FY19 (47%)
FY22 (29%)
FY23 PM3 (18.8%)

FSA Math
3rd: FY19 FY22 FY23PM 3 4th: FY19 FY22 FY23 PM 3 5th: FY19 FY22 FY23PM3
L5 14% 12% 12% L5 15% 10% 8% L5 8% 12% 14%
L4 26% 22% 28% L4 25% 21% 29% L4 24% 18% 29%
L3 26% 25% 28% L3 28% 28% 26% L3 23% 20% 25%

L2 17% 17% 16% L2 14% 16% 17% L2 17% 19% 17%
L1 18% 25% 17% L1 18% 26% 19% L1 18% 31% 16%
FY23 PM3 Acceleration: Level 5 (81%), Level 4 (19%)

SWDs:
SWDs Overall
FY19 (55%)
FY22 (46%)
FY23 PM3 (38%)

Our lowest performance was seen within ELA and proficiency with SWDs in both content areas. Contributing factors would include the transition from paper/pencil testing to computer-based testing, students struggling with applying computer-based test-taking strategies, not using extended time accommodations effectively and teachers were not familiar with the new test format and inexperience with new BEST standards. In addition, we had many new teachers to the profession who were inexperienced with the rigor of the standards. Lastly, we had three ESE vacancies all year (2 teachers, 1 resource teacher).

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

SWDs ELA Overall
FY19 (47%)
FY22 (29%)
FY23 PM3 (18.8%)

SWDs Math Overall
FY19 (55%)
FY22 (46%)
FY23 PM3 (38%)

Contributing factors would include the transition from paper/pencil testing to computer-based testing, students struggling with applying computer-based test-taking strategies, not using extended time accommodations effectively and teachers were not familiar with the new test format and inexperience with new BEST standards. In addition, we had many new teachers to the profession who were inexperienced with the rigor of the standards. Lastly, we had three ESE vacancies all year (2 teachers, 1 resource teacher).

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA Grade 3
WES State
PM1 60 22
PM2 66 35
PM3 55 50

ELA Grade 4
WES State
PM1 75 32
PM2 71 44
PM3 73 58

ELA Grade 5
WES State
PM1 61 34
PM2 67 41
PM3 72 54

Math Grade 3
WES State
PM1 63 9
PM2 65 30
PM3 67 59

Math Grade 4
WES State
PM1 60 10
PM2 56 28
PM3 64 61

Math Grade 5
WES State
PM1 64 15
PM2 64 31
PM3 67 55

When looking at the data above, we see that our school is out-performing the state for each testing window for both ELA and math. This is a trend because for the last few years our school has out-performed the state as demonstrated by state data.

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

FSA ELA
3rd: FY19 FY22 FY23PM 3 4th: FY19 FY22 FY23 PM 3 5th: FY19 FY22 FY23PM3
L5 7% 8% 11% L5 11% 14% 21% L5 10% 12% 15%

FSA Math
3rd: FY19 FY22 FY23PM 3 4th: FY19 FY22 FY23 PM 3 5th: FY19 FY22 FY23PM3
L5 14% 12% 12% L5 15% 10% 8% L5 8% 12% 14%
L4 26% 22% 28% L4 25% 21% 29% L4 24% 18% 29%
L3 26% 25% 28% L3 28% 28% 26% L3 23% 20% 25%

When looking at the data above, we see that we have an increase in students scoring level 5 in all grades for ELA. When looking at the math results, we see we have an increase in proficiency across all grades.

WES teachers focused on the clipboard strategy (disaggregating data, focusing on areas of need and reteaching and reassessing). During PLCs teachers focused on unpacking the standards, and identifying best practices to teach the standards.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators our two potential areas of concern are:

Options are below (choose two)
10% or more Absence
Suspensions
Level 1 State Assessments ELA & Math
Course Failure in ELA & Math
Reading Deficiency

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and 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 the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

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

We plan to:
1. We are beginning and expanding our tutorial for all grades. With a strategic focus on ensuring our SWDs are properly supported in test taking strategies, proper use of accommodations and time management. We will also focus on adding enrichment tutorial groups.
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. 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. Using Generation Genius to build background knowledge and academic vocabulary. Generation Genius affords students the opportunity to learn through interaction.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

FSA ELA
3rd: FY19 FY22 FY23PM 3 4th: FY19 FY22 FY23 PM 3 5th: FY19 FY22 FY23PM3
L5 7% 8% 11% L5 11% 14% 21% L5 10% 12% 15%
L4 20% 20% 18% L4 24% 23% 24% L4 23% 21% 26%
L3 28% 27% 26% L3 28% 25% 27% L3 27% 24% 32%
L2 24% 20% 21% L2 22% 18% 13% L2 23% 21% 14%
L1 22% 26% 24% L1 16% 20% 14% L1 18% 23% 14%

SWDs Overall
FY19 (47%)
FY22 (29%)
FY23 PM3 (18.8%)

FSA Math
3rd: FY19 FY22 FY23PM 3 4th: FY19 FY22 FY23 PM 3 5th: FY19 FY22 FY23PM3
L5 14% 12% 12% L5 15% 10% 8% L5 8% 12% 14%
L4 26% 22% 28% L4 25% 21% 29% L4 24% 18% 29%
L3 26% 25% 28% L3 28% 28% 26% L3 23% 20% 25%
L2 17% 17% 16% L2 14% 16% 17% L2 17% 19% 17%
L1 18% 25% 17% L1 18% 26% 19% L1 18% 31% 16%
FY23 PM3 Acceleration: Level 5 (81%), Level 4 (19%)

SWDs:
SWDs Overall
FY19 (55%)
FY22 (46%)
FY23 PM3 (38%)

Our goal is to be strategic and focus on standards-based instruction to ensure best practices are utilized throughout all content areas during small group instruction. 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.
4. Use trends in student data and work samples to ID student needs.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will
increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly
with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first

instructional priority is to
deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

Student Outcomes:
PM#2 PM#3
ELA +2% growth +2% growth
Math +2% growth +2% growth
SWDs:
+3% growth +3% growth

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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific strategy.

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 instruction in their areas of weakness.
4.Intervention programs target students on their instructional reading level to meet grade-level expectations.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: Small group instruction will begin within the first two weeks of school. The small group participation is fluid and flexible. Small groups will continue throughout the year.

2. iReady (math and ELA)
a- Ongoing PDs for teachers
b- Teachers create rotational schedules to ensure all students utilize the technology programs.
c- Teachers and ESE resource 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: Maria Vaughan (maria.vaughan@palmbeachschools.org)

By When: iReady will begin within the first two weeks of school and it will continue throughout the year. Data will be monitored through bi-weekly PLCs by teachers/admin.

3. Extended day/year Tutorials:
a- Student data analysis to determine student groups for tutorials
b- Teacher data analysis to choose future tutors to include ESE resource teachers.
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.

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

By When: By October 2023 through April 2024.

4. Intervention programs during school day.
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 including.
d- Support teachers develop a rotational schedule to implement the intervention program (including LLI, Voyager, Heggerty or other research-based intervention on the district intervention list)
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.

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

By When: By September 2023 through May 2024.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

FSA ELA
3rd: FY19 FY22 FY23PM 3 4th: FY19 FY22 FY23 PM 3 5th: FY19 FY22 FY23PM3
L5 7% 8% 11% L5 11% 14% 21% L5 10% 12% 15%
L4 20% 20% 18% L4 24% 23% 24% L4 23% 21% 26%
L3 28% 27% 26% L3 28% 25% 27% L3 27% 24% 32%
L2 24% 20% 21% L2 22% 18% 13% L2 23% 21% 14%
L1 22% 26% 24% L1 16% 20% 14% L1 18% 23% 14%

SWDs Overall
FY19 (47%)
FY22 (29%)
FY23 PM3 (18.8%)

FSA Math
3rd: FY19 FY22 FY23PM 3 4th: FY19 FY22 FY23 PM 3 5th: FY19 FY22 FY23PM3
L5 14% 12% 12% L5 15% 10% 8% L5 8% 12% 14%
L4 26% 22% 28% L4 25% 21% 29% L4 24% 18% 29%
L3 26% 25% 28% L3 28% 28% 26% L3 23% 20% 25%
L2 17% 17% 16% L2 14% 16% 17% L2 17% 19% 17%
L1 18% 25% 17% L1 18% 26% 19% L1 18% 31% 16%
FY23 PM3 Acceleration: Level 5 (81%), Level 4 (19%)

SWDs:
SWDs Overall
FY19 (55%)
FY22 (46%)
FY23 PM3 (38%)

If we positively influence culture and environment, we will see an increase in student growth, student achievement and behavior. In alignment with the district strategic plan to enhance a sense of belonging, safety and acceptance for all students.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student academic achievement goals:
Student Outcomes:
PM#2 PM#3
ELA +2% growth +2% growth
Math +2% growth +2% growth
SWDs:
+3% growth +3% growth

We will decrease ODRs 3% by December 2023 and an additional 3% by May 2024 for a total of 6% decrease for FY24.
This will make our school eligible to apply for Platinum Model School Status through FLPBIS.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Student achievement data will be monitored each PM administration (August 2023, December 2023 and May 2024.)
ODrs will be tracked monthly by admin, shared with staff and interventions will be employed to support struggling students. In addition, admin will review data by trimester (October, February and May) to track desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Required Instruction Florida State Statute 1003.42 and Policy 2.09

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Required Instruction 1003.42 and Policy 2.09: 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. Stakeholders play a key role in school performance and addressing equity.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade
levels.

(g) History of Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders
(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions
(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

3. Our school highlights multicultural diversity within the curriculum and the arts.

4. This will be monitored during lesson plan checks conducted by administration each trimester.

Person Responsible: [no one identified]

By When: To begin at the start of the school year and will continue through May of 2024.

1. Assemblies are scheduled each trimester to teach and reinforce the school-wide Wildcat Way.
2. Signage is in each classroom and throughout common areas.
3. Morning news reminders of the Wildcat Way are provided.
4. Teachers/Admin/Staff recognize students who follow the Wildcat Way by giving students a Paw Buck.
5. Students cash in Paw Bucks for items in the store weekly.
6. This will be monitored through classroom walkthroughs, as well as tracking student incentive through paw bucks turned in each semester.

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

By When: Assemblies are scheduled week one of school and PBS continues throughout the rest of the year.

1. Ensure WES follows the criteria established within the Project Connect Grant.
2. Project Connect Coach provides ongoing PD opportunities for new teachers, small groups or the staff focusing on SLL, Classroom Management, Interventions, and Calming Corners.
3. This will be monitored through attendance in Project Connect monthly meetings, scheduled PDs and implementation and classroom walkthroughs.

Person Responsible: Barbara Farmer (barbara.farmer@palmbeachschools.org)

By When: By September 2023 through May 2024.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC),
the Reginal Office team, and the Office of School Improvement.
Resources and allocations are focused on ensuring our SWDs will continue to grow academically in an equitable environment with equal opportunities for learning.
1. Resource teachers (ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.

4. Mentor teachers and admin. will provide new teachers with a variety of levels of support to ensure teacher development and growth.

5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.

6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.

7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide

additional training and support.

8. The District Reading Collaboration team provides professional development to schools based on needs.

9. Curriculum Resources: Curriculum resources to enhance ELA, Science, Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.

10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.